

DAIP Subcommittee Progress Report

May 2019

Subcommittee/Objective Name: Objective 4: Curriculum & Instructional Strategies

Academic Year 2018-2019 Information

Members:

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Goals set for the year:

The development of a report detailing the current status of the D&IAP Objective 5 “Diversify Curriculum and Instructional Strategies” recommendations, identifying barriers to advancing these recommendations, and outlining steps necessary to fully implement these recommendations.

Summary of progress to goals:

The UAA Diversity Action Council’s Enhance Diverse Curriculum and Pedagogy subcommittee aims to strengthen UAA’s diversity and inclusivity through its curriculum and instructional strategies. This is motivated by Objective 5 of the UAA Diversity & Inclusion Action Plan (D&IAP), which states “As an open access institution that is committed to inclusive excellence and the success of all students, a keen focus on how diversity and inclusion is manifest in curriculum and instruction is key.” For the 2018-2019 academic year, this subcommittee has focused on detailing the current status of the D&IAP Objective 5 “Diversify Curriculum and Instructional Strategies” recommendations, identifying barriers to advancing these recommendations, outlining steps necessary to fully implement these recommendations, and, where applicable, establishing benchmarks by which to measure the success of the implemented initiatives. The report that follows details the results of this investigation of the five initiatives outlined below.

- Initiative 1) Assess current curriculum that engages diversity
 - 1a) General Education Requirement (GER) course inventory
 - 1b) Faculty Diversity Activities Database

- Initiative 2) Develop and offer a Diversity and Inclusion GER
- Initiative 3) Incentivize diversity and inclusion curriculum development
- Initiative 4) Support existing diversity- and inclusion-related programs and curriculum
 - 4a) Women and Gender Studies
 - 4b) English as a Second Language (ESL) & English Language Learner (ELL) courses
- Initiative
- 5) Develop and resource Multicultural Pre-Professorite Fellowship program

Summary of Initiatives in Progress

A number of the initiatives under this subcommittee have been advanced since the publication of the UAA D&IAP in Spring 2017. A brief summary of this progress is outlined below, and a more detailed report can be found in the Current Status and Next Steps section that follows.

Initiative 1) Assess current curriculum that engages diversity

1. Available GER courses advancing diversity and inclusion topics: Inventory of courses satisfying student learning outcome of the proposed Diversity & Inclusion GER has been completed with 98 potentially qualifying courses identified.
2. Faculty Diversity Activities Database: The Faculty Senate Diversity Committee (FSDC) launched this voluntary survey in Spring 2019 and has received 96 faculty entries as of April 26, 2019. Analysis of all entries will be completed in Fall Semester 2019 and the results shared with DAC by Spring Semester 2020.

Initiative 2) Develop and offer a Diversity and Inclusion GER

3. Diversity & Inclusion GER (D&I GER) development: Student Learning Outcomes (SLOs) and a catalog description have been developed by FSDC in collaboration with Director of General Education Prof. Daniel Kline and will be routed through the academic approval process AY2019-20 with full implementation anticipated Fall 2020.

Initiative 3) Incentivize diversity and inclusion curriculum development

4. CAFE offers programming and faculty development opportunities that connect to diversity and inclusion in pedagogy, syllabus development, and assignments. AI&e offers support in this area for online courses and face-to-face courses with an e-learning component. Both entities have offered mini-grants, limited “fellowships” (like Tech Fellows), and Faculty Learning Communities to support this kind of work. These entities can and do collaborate with others, so there is room for more partnerships and broader participation of this work. These efforts have been very successful and should continue.

Initiative 4) Support existing diversity and inclusion related programs and curriculum

5. Women and Gender Studies: Task Force has been convened by Chancellor Sandeen, chaired by Nelta Edwards and Kimberly Pace, and will begin work in Fall 2019.
6. ESL courses: Initiated by a Faculty Senate ad hoc committee, courses are available for enrollment Fall 2019 after having been reinstated and approved by Interim Provost Stalvey and Chancellor Sandeen in April 2019.

Initiative 5) Develop and resource Multicultural Pre-Professorite Fellowship program

7. Three Multicultural Pre-Professoriate Fellows were hired AY2018-19, and on-going searches will bring three additional Fellows to UAA in Fall 2019. At least two departments will begin searches for new Fellows in Fall 2019 anticipated to arrive in Fall 2020.

The subcommittee met on multiple occasions:

- Subcommittee met on March 8 to discuss the subcommittee charter, review briefly current status of all initiatives, and identified obstacles to completing the report.
- Subcommittee met on April 3 to finalize the subcommittee charter, discuss report structure, allocate responsibilities to generate the report, and discussed in detail the initiative to incentivize development of diversity and inclusion in curricula and pedagogy.
- Subcommittee met on April 26 to discuss progress on sections of the report and plans for finalizing the report, and subcommittee activities for the next year. The Multicultural Pre-Professoriate Fellowship initiative was also discussed in detail. Inquiries were sent outside the subcommittee to fill in necessary information for the report.
- Subcommittee met on May 7 to finalize and approve the report.

Challenges identified:

Writing Center Support for ESL and International Students/Faculty We recommend that the Writing Center provide specifically trained tutors to assist students who are enrolled in ESL courses. In addition, writing resources for graduate students and faculty, especially from our international community, are in need. The School of Nursing in particular frequently encounters a need for this support for their graduate students.

Other outcomes/information/questions the committee work raised:

The current status and next steps of each initiative relating to enhancing diverse curriculum and pedagogy are discussed in detail in the section that follows. The subcommittee provides several recommendations for advancing each of these initiatives. This subcommittee will encourage the adoption of these recommendations by the relevant UAA entities in AY2019-20. A number of the subcommittee recommendations are time sensitive and implementation is recommended prior to or in the early weeks of AY2019-20. We therefore highlight these below and identify the necessary next steps in advancing these recommendations.

Initiative 2) Develop and offer a Diversity and Inclusion GER

1. Inform existing students and prospective students about the Diversity and Inclusion GER, highlighting this new GER as representing UAA's values and as an essential part of the UAA "experience." The subcommittee will initiate discussions with relevant UAA units, including Advancement and Recruitment and the Director of General Education, Dan Kline.

Initiative 3) Incentivize development of diversity and inclusion curriculum

2. Change the Chancellor's Award category for "University Diversity" to "University Diversity and Inclusion;" consider adding an award within this category for departmental- and college-level

accomplishments. This subcommittee will share this recommendation with Chancellor Sandeen in May 2019.

3. Create Diversity and Inclusion-specific Faculty Development Awards (like the COWs from CAFE) that are related to efforts in pedagogy, assignment (re)design, course (re)design, curriculum, and program. This subcommittee shared this recommendation with CAFE leadership in May 2019.
4. Consider adding a diversity and inclusion question and possibly additional weight for an affirmative response in the application for the UNAC faculty development funds. This subcommittee is in the process of identifying the proper channels for this initiative.
5. Consider adding a diversity and inclusion question and possibly additional weight for an affirmative response in the application for Faculty Development Grants and Travel Grants administered by the Provost's office. This recommendation has already been shared with the Provost's office and is currently being considered.
6. Consider forming a team to send to an intensive or summer institute (like AAC&U institutes) related to diversity and inclusion. In the past, a similar team was selected for participation in an AAC&U Institute on High Impact Practices, creating opportunities for broader conversations and coordination of efforts around HIPs. In most cases, teams of this nature must include various stakeholders (Academic Affairs, Student Affairs, Leadership, etc.). Participation in AAC&U Institutes is awarded on a competitive basis, so an entity would need to be named to watch for and select an opportunity, oversee the application development and submission, select a team, coordinate them, and then bring them back to share information with the University community in a meaningful way. This subcommittee will share this recommendation with Interim Provost Stalvey in May 2019.

Initiative 5) Develop and resource Multicultural Pre-Professorite Fellowship program

7. Multicultural Pre-Professoriate Fellowship Program website development: Highlight each Fellow's involvement in teaching UAA courses and research/creative activities; provide example proposals demonstrating traits of successful department proposals. This subcommittee will share this recommendation with Interim Provost Stalvey in May 2019.
8. Once a Fellow is hired we recommend that, in addition to the logistical information shared by CAFE with new faculty hires, faculty volunteers serve in an active, welcoming role assisting Fellows prior to their formal orientation meetings at UAA (e.g., airport pickups, helping with the initial move, locating rental places). CAFE has offered to connect incoming Fellows with faculty, and a list of volunteer faculty will be compiled by this subcommittee no later than August 2019.
9. In addition to existing welcoming events offered by CAFE, host a welcome event with Multicultural Pre-Professoriate Fellows and UAA Leadership. The FSDC is pursuing the planning of an event in collaboration with the Provost's and Chancellor's offices for Fall 2019.

Any recommendations regarding the objective, or the DAIP process itself?

Facilitating regular discussion between the subcommittee's chairs would be helpful in identifying common initiatives that would provide a more holistic approach to reaching the goals of the D&IAP.

Academic Year 2019-2020 Information

Proposed Goals

Initiative 1 - Current Curriculum that Engages Diversity

In an effort to identify current curriculum that engages diversity and inclusion the Faculty Senate Diversity Committee (FSDC) has pursued two initiatives. The first is working closely with Daniel Kline, Professor of English and Director of General Education, to develop SLOs and identify pre-existing GER courses that could fulfill a Diversity and Inclusion GER (D&I GER) requirement. In addition, FSDC created a Faculty Diversity Activities Database. In Spring 2017 and 2019, this survey recorded current faculty activity related to diversity and inclusion.

Initiative 1a - General Education Requirement (GER) course inventory Current Status In conversation with the General Education Director, the General Education Requirements Advisory Committee (GERA), and with feedback from two GER open forums, FSDC developed the following Student Learning Outcomes for a D&I General Education initiative:

- SLO #1: Demonstrate an understanding of the complex elements important to their own culture and/or socially defined groups in relation to their history, values, beliefs, and/or practices.
- SLO #2: Analyze differences among cultures and socially-defined groups in relation to their history, values, beliefs, and/or practices.
- SLO #3: Evaluate power, privilege, and equity with regards to their own culture and socially defined group compared with others.
- SLO #4: Apply knowledge and skills from a particular academic discipline as it relates to issues of cultural specificity and diversity.

In a November 2018 FSDC review of GER courses, ninety-eight current GER classes were identified as meeting three out of the four D&I SLOs. Additional courses are expected to qualify and be included in the future. An early current breakdown of relevant courses by subject is listed below:

- Fine Arts- 8
- Humanities- 48
- Integrated capstone- 18
- Social sciences-6
- Written Communication Skills-2
- Social Sciences-18

Anticipated Process and Timeline for Full Implementation Courses identified as meeting the D&I GenEd initiative will be reviewed at the GERA and proceed through the academic approval process in AY2019-20 guided by Dan Kline with support from FSDC where needed.

Initiative 1b - Faculty Diversity Activities Database Current Status

The purposes of the Faculty Diversity Activities Database are to:

- create a community that is committed and interested in diversity and inclusion;
- leverage the scholarly profile of faculty members;
- leverage the diverse service of faculty members;

- highlight the teaching by faculty members incorporating diversity and inclusion; and
- provide an Experts Database for internal and external constituents.

FSDC has been responsible for the data collection, maintenance, and analysis of the Faculty Diversity Activities Database. First launched in Spring 2015 and re-launched in Spring 2019, data for the database are collected via Qualtrics. The Spring 2015 database included 81 faculty entries, while the Spring 2019 database included 96 faculty entries as of April 26, 2019. The Spring 2019 database will remain open until May 11, 2019.

Anticipated Process and Timeline for Full Implementation

The Spring 2019 Faculty Diversity Activities Database will be analyzed in Fall Semester 2019 and the results shared with DAC by Spring Semester 2020. To ensure the Faculty Diversity Activities Database remain current, the subcommittee recommends conducting the survey every other year.

Initiative 2 - Develop and Offer Diversity and Inclusion GER

Current Status

In response to UAA's 2017 D&IAP, a new Diversity and Inclusion (D&I) GER was proposed by FSDC.

The Diversity and Inclusion GenEd initiative allows students and programs maximum flexibility to meet the requirement without adding credits to the General Education requirement. Like the Alaska Native themed Requirement (AKNT), students will be able to meet the requirement through approved courses in the GenEd or major.

The D&I GER initiative addresses UAA's mission to serve "the higher education needs of the state, its communities, and its diverse peoples." Students admitted as first-time degree-seeking students beginning in Fall 2020 or later are required to complete a minimum of three credits of Diversity and Inclusion GenEd coursework from the list of approved courses to graduate with an Associate of Arts or a baccalaureate degree.

FSDC worked closely with the Dan Kline, Director of General Education, to develop SLOs and create a catalog description for the Diversity and Inclusion GER. In a November 2018 review of SLOs, FSDC identified ninety-eight current GER classes as meeting three out of the four D&I SLOs. The proposed SLO and catalog description were disseminated through the faculty listserv in March 2019 with notification that the curriculum review will proceed in AY20.

Anticipated Process and Timeline for Full Implementation

The D&I GER and specific courses identified in FSDC's preliminary course inventory as meeting the D&I GER will be reviewed at the GERA and proceed through the academic approval process. Our timeline for AY20 curriculum review and AY21 (Fall 2020) implementation for newly enrolled students includes a campaign to inform colleges, advisors, students, and the community.

The D&I GER will be publicized and circulated throughout the governance and curriculum review process. All UAA faculty will receive notification as it moves from formal initiation through curriculum review (GERA and UAB) and then on to OAA and the Provost.

Simultaneously, the Office of Academic Affairs and Dan Kline will be working with the Registrar's office, Vice Provost of Student Success Claudia Lampman, and Director of First Year Advising Valerie Robideaux to raise student awareness. Brief articles in the Green and Gold and publicity from Student Affairs are also planned to raise awareness for students.

The D&I GER is expected to be ready for the April 2020 catalog deadline, the student orientations in the spring and summer, and then will be formally implemented for all newly entering students in Fall 2020.

Benchmark

Potential benchmarks to assess the impact of the Diversity and Inclusion GER have been suggested and will be pursued by this subcommittee in AY2019-20 to assess feasibility and effectiveness. Gathering information from students to track patterns of change due to the Diversity and Inclusion GER is the primary focus of our benchmarks.

National Survey Student Engagement (NSSE) student surveys will be pursued as a way to track long term changes. Exit surveys will also be considered for students after completing their D&I GER course work and/or at graduation. To facilitate a statistical analysis of these surveys, tools such as Qualtrics are options to engage with students for assessment. Regular focus groups with students to track changes in behaviors, attitudes, and understandings would help benchmark more subjective results of the GER. These focus groups could potentially come from the College of Business and Public Policy.

Currently, approximately 36% of all GER courses have been found relevant for inclusion in the D&I GER. Tracking the number of courses in the GER will be a way to benchmark the growth and effect of this program in the curriculum at large.

Initiative 3 - Incentivize Development of Diversity and Inclusion Curriculum One focus of the DAC Curriculum Subcommittee has been how to incentivize diversity and inclusion in courses and programs at UAA. Several factors were identified in the assessment: (1) Time (How do we create time for faculty to incorporate diversity and inclusion into curricula?) (2) Funding/Workload (How can the University's commitment to diversity and inclusion in curricula be incorporated into faculty workloads? How can we generate and/or allocate funding to support such work?), (3) Support (What support is available or ought to be available for faculty who are rethinking curricula?) (4) Training and Development (What training and other development opportunities are available, both internal and external to the institution?), (5) Recognition (How can we recognize and reward faculty who engage in significant and sustained curricular work related to diversity and inclusion?), and (6) Networks (How can we connect faculty who are engaged in this work across the institution? How can we create mentoring networks to support faculty who are interested in revising curricula to more purposefully engage with diversity and inclusion?). Below, we assess existing programs and incentives related to diversity and inclusion. We also provide recommendations for how the institution can further support and develop diverse and

inclusive curricula at UAA. Our recommendations are based on the principle that diversity and inclusion are relevant to and expected in all courses and across all disciplines.

Current Status

This subcommittee has identified several existing programs and resources that already incentivize diversity and inclusion in curriculum content, pedagogy and instructional materials, and course design. Existing incentives include workload credit, professional development, stipends, and awards.

Workload Credit: Currently, colleges have the option to grant faculty course releases or credit allocations in the workload for pedagogical development or research on an individual basis. Although these have diminished in their availability and have not necessarily been used to support diversity and inclusion in the past, they could be used to support such work in the future.

Professional Development: The National Coalition Building Institute (NCBI), a UAA Campus Affiliate since 2008, is an ongoing presence in eliminating prejudice and facilitating conflict resolution, both inside and outside of the classroom. The benefits of NCBI training are available to faculty, staff, and students. NCBI at UAA offers periodic day-long and half-day Social Inclusion and Equity Workshops to help “participants celebrate similarities and differences, recognize misinformation, [and] learn hands-on tools for dealing effectively with offensive remarks and behaviors.” NCBI also hosts Conflict and Controversial Issues Workshops and Customized NCBI Workshops by request for UAA entities.

The Center for Advancing Faculty Excellence (CAFE) includes inclusive, equitable teaching and learning as one of its foundational learning outcomes for faculty participants. CAFE has a number of resources available and has long-offered extensive training and development opportunities addressing diversity and inclusion in teaching and learning contexts. In fact, the Center was responsible for bringing NCBI to UAA a decade ago and has continued to support the group’s activities when event coordination and administrative support has been in short supply. CAFE has offered a number of workshops, intensives, Teaching Academy sessions, and faculty learning communities relevant to diversity, inclusion, and equity, including: Implicit Bias training (with a focus on teaching, learning, faculty hiring, and research), Stop Talking: Indigenous Ways of Teaching and Learning, Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education, and a range of workshops and programs related to specific student populations (first generation, underrepresented, military, Alaska Native, foster youth in transition, and so on). In addition, CAFE is deeply involved in advancing the use of High Impact Practices (HIPs) at UAA, which have been demonstrated to have an outsized benefit for students who are first generation and from underrepresented populations. The Center coordinated and sponsored a team that traveled to the AAC&U HIPs Institute and is developing a report on HIPs across the institution. CAFE consistently partners with a range of campus entities to offer programming that elevates diversity, inclusion, and equity; recent examples include Disability Support Services, Care Team, the Dean of Students Office, Multicultural Center, and the Faculty Senate Diversity Committee. In partnership with CAFE, Academic Innovations and eLearning’s Robust Online Learning (ROLL) Title III Grant will be offering a summer workshop to explore and improve elements of diversity and cultural inclusion in online and elearning contexts.

Other trainings available to faculty, staff, administrators, and students have included: SafeZone, Racial Equity and Social Justice training (First Alaskans Institute), TRIO student panels, Disability Support Services, BUILD EXITO, etc.

Stipends: The three professional development programs that make up the Faculty Development Council (CAFE, AI&e, and CCEL) offer some monetary or technology incentives for faculty to participate in Faculty Learning Communities and summer intensives. The Diversity Action Council offers funds for programming and other efforts. In many ways, the interests of these groups overlap with diversity and inclusion (for example, Tech Fellows has focused on Open Education Resources and Universal Design for Learning), so it could be possible to partner with them to incentivize faculty participation in broader projects of diversity and inclusion.

Awards: UAA grants several awards to encourage diversity and inclusion. For faculty, the UAA Chancellor's Awards for Excellence currently includes an award for faculty members who provide "[an] outstanding contribution to the advancement of diversity of UAA students, staff and faculty through increasing the visibility and representation of diverse voices, creating an atmosphere of inclusiveness and community." This subcommittee commends the continued inclusion of this award among the many Chancellor's awards each year. For students, awards such as the Chancellor's MLK Student Appreciation Brunch and the DAC Student Diversity Award recognize students for their dedication to diversity. These awards support a culture of diversity and inclusion among students.

Recommendations for Full Implementation

To promote a culture of excellence in UAA's diversity and inclusion practices, the committee recommends the following steps be taken to recognize, incentivize, and reward the efforts of faculty, students, and staff:

Action Item 1: Dedicated Time to Focus on Course and Curriculum Changes Significant time is required for faculty to develop course content and curriculum that incorporates diversity and inclusion in meaningful ways and to create courses designed for inclusion that meet the highest accessibility requirements and tenets of Universal Design for Learning. Although many faculty understand the importance of this work, without time it often becomes an unattainable goal. To this end, the committee suggests that faculty be provided dedicated time to focus on course content and curriculum changes, as well as the design elements of inclusive courses. We recommend supporting this action item through workload credit, summer stipends, or mini-grants specifically designated for integrating diversity and inclusion in a course or developing a GER Alaska Native or Multicultural designated class. In addition to incentives focused on individual faculty, the committee also recommends the creation of mini-grants to support team-based (to include faculty and students) department-level review of curriculum.

Action Item 2: Dedicated Time to Focus on Pedagogical Changes and Development Faculty need time to focus on and adopt pedagogical changes that can make a substantial difference in the inclusive and equitable nature of classrooms and online learning environments. Workload credit, course release, summer stipend, and so on could be offered as a way to incentivize participation.

- A. We recommend that the institution seek additional grant funding to create mini-grants that would support work on courses, assignments, academic technologies, etc., to supplement and expand current efforts;
- B. Faculty Learning Communities (e.g., Tech Fellows with focus on Diversity and Inclusion, CAFE Intensives, etc.) that are currently offered should be maintained and, where possible, expanded. Faculty should be given workload credit for participation. In addition, they should be provided with opportunities to showcase their efforts at events such as the Teaching Academy or the Faculty Development Awards.

Action Item 3: Recognition of Individual Faculty, Programs, or Departments An incentivization program would not be complete without recognizing the significant contributions of individuals, departments, and colleges working to support diversity and inclusion. As such, the committee recommends the following:

- A. Change the Chancellor’s Award category for “University Diversity” to “University Diversity and Inclusion;” consider adding an award within this category for departmental- and college-level accomplishments;
- B. Create Diversity and Inclusion-specific Faculty Development Awards (like the COWs from CAFE) that are related to efforts in pedagogy, assignment (re)design, course (re)design, curriculum, and program;
- C. Formally recognize faculty efforts to increase diversity and inclusion by considering their work in the Promotion & Tenure process;
- D. Consider adding a diversity and inclusion question and possibly additional weight for an affirmative response in the application for the UNAC faculty development funds.
- E. Consider adding a diversity and inclusion question and possibly additional weight for an affirmative response in the application for faculty development grants and travel grants administered by the Provost’s office.

Action Item 4: Enrichment Training and Development for Employees to Support Diversity and Inclusivity Goals When students enter our programs and seek support, they interact and engage with faculty, staff, and administration. As such, the committee feels it is imperative to offer all employees the opportunity to enrich their understanding of diversity and inclusion and to target the development of career-specific skills relating to these practices. Along these lines, the committee suggests that the University:

- A. Create a summer intensive program for all employees focused on strategies to implement diversity and inclusion;
- B. Although learning communities have been robust and available for faculty, they have been less available to staff, administrators, and student workers. Develop learning communities that meet throughout the semester to focus on diversity- and inclusion-related topics;
- C. Create a comprehensive list across the university to catalog and facilitate registration for all training and development opportunities--this list should be searchable by topics, learning outcomes, and intended audience;
- D. Send a team to AAC&U Summer Institute (or other institute) related to diversity and inclusion.

Action Item 5: Create Internal Diversity and Inclusion “Standards” for Course and Program Design and Evaluation

To create a common language around and measurable goals for the increase of diversity and inclusion at UAA, the committee recommends that a set of internal standards be developed. These standards should be created by a team of administration, faculty, staff, and students and begin with a review of existing frameworks (for example: AACU's Value Rubrics or ACRL's Diversity Standards). Creation of specific and measurable standards would provide clear benchmarks for progress and allow departments to assess their efforts to increase diversity, inclusion, and equity. Further, concrete standards would allow for the creation of diversity and inclusion designations for individual faculty and courses, allowing students to choose the classroom environments that best meet their needs. We also recommend including question(s) about diversity and inclusion in student course evaluations.

Action Item 6: Implement Student-Centered Diversity and Inclusion Programming and Incentives

To ensure the curriculum-related plans for diversity and inclusion are fully inclusive, the committee believes it is important to include the roles, achievements, and contributions of students, as well. The committee recommends:

- A. Developing comprehensive, student-centered programs allowing students to develop transferable skills related to diversity, inclusion, and accessibility; these activities should be comprehensively catalogued and structured in a way that allows students to incorporate these skills on resumés, in ePortfolios, etc.;
- B. Creating a Diversity Honors program allowing students to demonstrate targeted coursework, extra- or para-curricular activities, leadership in campus diversity, etc. related to diversity and inclusion. Criteria for completion would be outlined on a rubric (see AACU's Value Rubrics) and students could be recognized on both their diploma and via their graduation regalia;
- C. Funding a student grant through the Office of Undergraduate Research and Scholarship (OURS) that supports specific projects by students from underrepresented populations and/or for students supporting underrepresented populations;
- D. Implementing a digital badging/credentialing initiative to develop targeted badges for students to earn to demonstrate their support of diversity and inclusion on campus (potentially tied to the rubric in 6B). Badges should incorporate visible learning objects and should be collected and displayed in student ePortfolios (see Learning is Earning 2026 as a concept-example of the potential for this program);
- E. Developing, fundraising, and implementing a Diversity Scholars Program fund that would provide full funding, housing, programming, and support for cohorts of students from diverse backgrounds (for example, see the UMBC Meyerhoff Scholars Program).

Existing Barriers to Full Implementation

Several of the items listed under this subcommittee's recommendations for full implementation of diversity and inclusion affirmative curriculum development at UAA are contingent upon the development of Diversity and Inclusion designated GERs. Many of the recommendations supporting this initiative are dependent on institutional leadership support, in that faculty require funding and workload assignments for curriculum and pedagogical development, and programs require staffing to develop/expand and support training and incentive programs for faculty and students.

Anticipated Process and Timeline for Full Implementation

Many of the recommendations for this initiative do not yet have an individual or group identified as responsible for implementation. Since many of these initiatives complement or are in support of the Diversity & Inclusion GER, the above recommendations will be most effective if implemented prior to or in parallel to the Fall 2020 roll out of this new GenEd requirement. Prioritizing these recommendations, identifying routes, and planning for full implementation will be a goal for this subcommittee in AY2019-20.

FSDC requested in April 2019 that the Provost's office explore ways in which to emphasize projects advancing issues of diversity and inclusion in curriculum, course design, and instructional strategies and pedagogies in Faculty Development Grants, and this is currently underway. Similarly, funding travel to participate in conferences that provide insight to advancing these issues is also being considered by the Provost's office under Faculty Travel Awards. FSDC will follow up with the Provost's office prior to the next announcement of this funding opportunity. It is anticipated that changes to these existing faculty funding sources will be implemented in Fall 2019.

Benchmarks

Benchmarks by which to assess the success of this initiative will be formalized in AY2019-2020. Potential benchmarks include the number of faculty engaging in training to advance issues of diversity and inclusion, proposals submitted seeking funding to support related activities, and assessment of GER outcomes in courses where inclusive pedagogy has been adopted.

Initiative 4 - Support Existing Diversity and Inclusion Related Programs and Curriculum

The D&IAP recognized two existing UAA programs that have successfully supported diversity and inclusion in UAA curriculum and recommended further investment. The first is the existing UAA Women's Studies program and included recommendations for a full-time tenured director and the development of a Women and Gender Studies major. The second program is the traditionally offered English as a Second Language (ESL) and English Language Learner (ELL) courses. These courses offer critical support in reading, writing, aural comprehension, and oral expression in English for a student population which arrives at UAA with considerable language diversity.

Initiative 4a - Women and Gender Studies

Current Status

The Faculty Senate Diversity Committee passed a motion in November 2016 to recommend that the Chancellor create a direct faculty line for a full-time, tenure-track Director for Women, Gender, and Sexuality Studies at UAA. In December 2016 the Faculty Senate passed a motion (120216-4) with this same recommendation.

Chancellor Sandeen has appointed Kimberly Pace (Political Science) and Nelta Edwards (Sociology) to co-chair a Task Force on Women and Gender Studies that will begin its work fall 2019. The task force will examine the current capacity to offer women and gender studies classes and opportunities for service and research being done in this area. The task force will examine several issues and make recommendations to the Provost and Chancellor about best practices in other institutions, expansion of the current minor into a major, opportunities for internships and service learning, the possibility of a

resource center to serve the campus and the larger community, how to best support research and dissemination, among other questions.

Recommendations for Full Implementation

This subcommittee fully supports the formation of this task force and looks forward to its recommendations. Alaska has the highest rates of sexual assault in the nation and as an engaged, public university, UAA is well positioned to take on the task of providing education, service, and research to address this issue.

Anticipated Process and Timeline for Full Implementation

The Task Force on Women and Gender Studies will begin work in fall 2019, which will include recommendations for full implementation of a Women and Gender Studies program and the timeline for this process.

Initiative 4b - English as a Second Language (ESL) & English Language Learner (ELL) courses

Current Status

The Faculty Senate's Ad Hoc Committee on Internationalization has worked on issues concerning diversity and, more specifically, the status of the ESL classes (for the purposes of this report, ESL will refer to both ESL and ELL courses). In May 2018 the faculty senate endorsed this committee's final report explaining why ESL classes are essential to UAA's diversity efforts and requesting their reactivation (050418-7). Then-Interim Chancellor Sam Gingerich did not act upon the recommendation of the faculty senate. Throughout the 2018-2019 academic year, the Ad Hoc Committee on Internationalization had several individual and group meetings with the Department of English and Interim Provost John Stalvey. On March 19, 2019, in the committee's last meeting with Interim Provost Stalvey, they were informed that the ESL classes were to be reactivated starting fall 2019 and would be placed in UAA's Community and Technical College. On March 29, 2019, two memos/motions were presented to UAA's Undergraduate Academic Board. The first motion was to reactivate the ESL classes and the second was to revert to the previous admissions scores. Both motions passed and moved to the Faculty Senate. On April 1, 2019, the Faculty Senate's consent agenda was approved. The committee was informed on April 26, 2019 that both Interim Provost John Stalvey and Chancellor Cathy Sandeen approved the reactivation of the ESL classes effective fall 2019.

Anticipated Process and Timeline for Full Implementation

The Vice Provost for Student Success, the Registrar's Office, Director of First Year Advising, and the Professional Advisors co-chairs are advised about the approval. Therefore, it is anticipated that, with the return of the ESL class in fall 2019, this initiative will have been fully implemented. Availability of these courses will be re-evaluated in AY2019-20 to ensure that the needed student populations are able to take full advantage of these courses.

Initiative 5 - Develop and Resource Multicultural PreProfessorite Fellowship program

The Multicultural Pre-Professoriate Fellowship Program (formally called the Multicultural Postdoctoral Fellowship Program) was established at UAA in Spring 2017. Based on the Multicultural Pre-Professoriate Fellowship website: "The goal of the Multicultural Pre-Professoriate Fellowship (MPF) Program is to increase the diversity of those teaching at the University of Alaska Anchorage (UAA) and advance issues of diversity and multiculturalism in teaching and scholarship within academic programs

at UAA. The two year fellowship appointment will provide candidates, who have completed a recognized terminal degree in specific disciplines (e.g., MFA, Ph.D.), with career development opportunities in academia through mentoring, teaching, and research experiences. The fellowships are intended to enrich multiculturalism in the University and the educational experience of all students, especially by bringing multicultural perspectives to the curriculum and/or department, college, and university. Through this program, pathways will be created for Multicultural Pre-Professoriate Fellows to develop successful academic careers potentially within UAA as well as at other institutions of higher education.” This program is administered by the Provost’s office.

Current Status

UAA is currently host to three Multicultural Pre-Professoriate Fellows hired during AY2018-2019. These fellows reside in the School of Social Work, Department of Alaska Native Studies, and Department of Health Sciences/Institute for Circumpolar Health Sciences. These departments were selected to host Fellows during the initial request for proposals from the Provost’s office in Spring 2017. Three additional departments were selected to host Fellows in Spring 2017 (Psychology Department, Philosophy Department, and Sociology Department). However, due to the candidate search to fill these positions beginning very late in the academic hiring cycle, no hires were made in these cases. In each of these three departments a search was initiated in Fall 2018 and an additional three Fellows are anticipated to arrive on campus in Fall 2019. Furthermore, department proposals to host at least two additional UAA Fellows are currently under review with final selection to be announced in May 2019 and an anticipated hiring of these Fellows in Fall 2020.

After the initial proposal review for the program, the Faculty Senate Diversity Committee generated a post-report, and this report was endorsed by the Faculty Senate during its May 4, 2018 meeting (050418-8; see Supplemental Materials section). The report outlined recommendations to provide clarity to the university community on the purpose of the program and the selection process of departments. The report also considered a program framework to support Fellows once arriving at UAA (e.g., recommended professional development opportunities).

An “Additional Recommendations for the UAA Multicultural Postdoctoral Fellowship Program” report was also generated by FSDC in August 2018 based on feedback received from departments selected to host Fellows (see Supplemental Materials section). This additional set of recommendations was aimed at strengthening the program in preparation for a second request for proposals from departments. Ultimately the second call to departments to host a Fellow was delayed until Spring 2019.

Recognizing the need for increased clarity of the selection process of department proposals to host a Multicultural Pre-Professoriate Fellow, Interim Provost Stalvey convened the Multicultural Postdoctoral Fellowship Program Working Group, chaired by Erin Hicks. The group consisted of a faculty member and an associate dean from each college. This working group provided recommendations to the Provost’s office outlining in detail the review process of department proposals encouraging transparency of the program selection process. In addition, the working group made several other recommendations to strengthen the program, which reiterated many of the recommendations included the FSDC “Post-Report” and “Additional Recommendations” documents. The second request for proposals from

departments issued by the Provost's office in Spring 2019 implemented the recommendations provided by the working group.

At present, the Multicultural Pre-Professoriate Fellows are being supported through CAFE in the same manner as other incoming faculty. The current cohort participated in New Faculty Orientation, in Teaching Academy Programming, and has been actively involved in a range of faculty training and development opportunities. CAFE has the capacity to continue to welcome Multicultural Pre-Professoriate Fellows as participants in the same ways available to other faculty across the MAU. We believe this is beneficial because it builds a cross-disciplinary network for the Fellows and helps them gain familiarity with the MAU and its resources in the same way that would be necessary for any other incoming term or tenure-track faculty member.

Existing Barriers to Full Implementation

With the second round of selected departments to host a Multicultural Pre-Professoriate Fellow soon to be announced, it is anticipated that the hiring of at least total of eight Fellows will have occurred by Fall 2021. UAA leadership has expressed support for continuing this Fellowship Program, which is vital to reaching the goals of this program. The number of fellowships awarded has been reduced to ensure the sustainability of the program. Due to the widespread nature of this program, measures must be taken to ensure that communication at all levels be as clear and widespread as possible.

A challenge to be overcome is ensuring that all colleges and a diverse range of departments are engaging in the program. While some programs are able to easily identify ways in which a Fellow can advance issues of diversity and multiculturalism in teaching and scholarship at UAA, others (e.g., natural sciences) must be more creative in their approach. The committee recommends that opportunities for such programs to enhance diversity and inclusion in their curriculum should be encouraged. Sample proposals are planned for future calls for fellowship proposals, providing examples for departments which commonly align with diversity and inclusion topics, and those that do not.

A significant barrier to the success of this program is the current inability to hire foreign candidates. Foreign candidates represent a significant pool of highly qualified candidates that are uniquely suited to advancing issues of diversity and multiculturalism in teaching and scholarship at UAA. The committee recommends changing the eligibility to work in the US at the time of application to time of employment and that funds be provided to help foreign candidates obtain their H1B visas.

Recommendations for Full Implementation

Action Item 1: Program Leadership

The Multicultural Pre-Professoriate Fellowship Program has been refined since it was first initiated in Spring 2017, and the program is stronger as a result. As the program shifts from its initial selection of host departments to hosting three, and soon to be six, Fellows, the focus must shift to ensuring that UAA is providing an environment in which these Fellows can succeed and thrive professionally. UAA must support these Fellows and has committed to providing them with opportunities to apply for tenure-track positions in order to reach the goals of advancing diversity and inclusion in our curriculum and enhancing diversity of our faculty. As such, this committee recommends that active leadership be identified to take responsibility for the success of this program. At present, the program is administered

by the Office of the Provost beginning with the proposal process through selection, but the contributions of these Fellows to UAA curriculum and the success of these candidates in transitioning to tenure-track positions requires consistent guidance and support. Specific recommendations are as follows:

- A. Clear communication of program goals to departments. Creation of a website to provide examples of successful department hires highlighting current Fellows, including their involvement in enhancing the multicultural value of courses taught and research/creative activities. Working with departments/colleges that are not submitting successful proposals to reinvision their role in the MPF program is critical to engaging the UAA community across all disciplines.
- B. Oversight of hiring process once a Fellowship has been granted to departments. We recommend that all job advertisements under the MPF program include a statement of the program goals in advancing diversity and inclusion for the experience of our students in the classroom environment. These statements need not be uniform for all departments, but recommendations should be provided as guidance.
- C. Organization of an event to celebrate the contributions of UAA's Multicultural Pre-Professoriate Fellows to advancing diversity and inclusion at UAA. The FSDC is a potential group that may be well suited to facilitating this, and FSDC is currently exploring the opportunity to work with the Provost's and Chancellor's offices to organize a welcome event Fall 2019 with UAA's first six Multicultural Fellows (three hired in AY2018-2019 and three new Fellows hired Fall 2019).
- D. Communication with CAFE when new Fellows have been hired, in particular if they arrive mid-year, is essential to ensure that they are notified of professional development opportunities. We recommend that the office administering the MPF program be responsible for this communication rather than the department hosting the Fellow.
- E. Once a Fellow is hired we recommend that, in addition to the logistical information shared by CAFE with new faculty hires, faculty volunteers serve in an active, welcoming role assisting Fellows prior to their formal orientation meetings at UAA (e.g., airport pickups, helping with the initial move, locating rental places). CAFE already serves the role of assisting new hires prior to their arrival with a variety of relevant communications throughout the summer and answering questions as needed. CAFE also has offered to connect incoming Fellows with volunteer faculty, and a list of faculty willing to serve in this role is being compiled by this subcommittee with support from the FSDC. A list of volunteer faculty members will be compiled as soon as possible and no later than August 2019.
- F. We recommend a consistent level of engagement in each Fellow's progress throughout involvement in the program (e.g., direct communication with the cohort of Fellows and/or individual Fellows during the annual review process). This should be carried out or delegated by the Office of the Provost, since that is where the program resides.
- G. With each year of the program, the pool composition of awarded proposals should be monitored to ensure a diversity of awarded departments, disciplines, and colleges.

Action Item 2: Professional Development Opportunities We recommend that Fellows continue to participate in New Faculty Orientation, Teaching Academy events, and the other kinds of faculty development opportunities that are available via CAFE and related entities (Academic Innovations and eLearning, Center or Community Engagement and Learning, etc.). We also recommend that Fellows

continue to be invited to participate in FSDC, as well as participate in Diversity Dialogues and periodic events that will support them and provide some mentoring support (e.g., faculty networking mixers sponsored by CAFE, maybe a mentoring lunch/coffee/tea with FSDC, and so on).

Action Item 3: Search and Hiring Process, and Long Term Program Success We support the recommendations of the Multicultural Postdoctoral Fellowship Program Working Group (see Supplemental Materials section). In particular, we highlight the recommendations below.

- Once an award is made to a department, the hiring process should follow practices similar to that of a tenure-track faculty position to ensure departmental participation in the process (EAB recommendation: “Instilling Equity and Inclusion in Departmental Practices”). Candidates should be evaluated on not only postdoctoral program criteria, but also on the likelihood of becoming a future member of the department.
- To ensure diverse pools of applications funding should be provided to departments to support recruitment efforts and advertising of the position. Advertising the job widely is one of the main criteria of federal affirmative action hiring practices.
- Include foreign candidates. Change the eligibility to work in the US at the time of application to time of employment and have some funds to help a foreign candidate obtain his/her H1B visa.

Anticipated Process and Timeline for Full Implementation

Since MPF program is administered by the Provost’s office, this subcommittee will pursue discussion with the Provost’s office about the above recommendations in AY2019-20.

Also, in AY2019-20 the FSDC plans to facilitate opportunities for the Multicultural Fellows to engage in the UAA and Anchorage communities upon arrival and throughout their tenure as Fellows, as well as provide opportunities for meaningful mentorship outside of their departments.

Benchmarks

Benchmarks for assessing the success of this MCF program will be formalized in AY2019-20. A simple measure of success will be the fraction of Fellows that transition to tenure-track positions and are successful in pursuing promotion and tenure at UAA. Another meaningful, although more complex, measure will be the value these Fellows bring to UAA classes in terms of advancing topics of diversity and inclusion and the persistence of this impact on student experiences at UAA.

What would you like the new incoming Chief Diversity Officer to know about the DAIP?

The committee would like to emphasize that significant progress has been made on a number of recommendations outlined in the D&IAP. Many of these initiatives are highlighted in our report. We would also like to stress the importance of several of the initiatives under this subcommittee that rely on successful communication of UAA activities advancing diversity and inclusion to all levels of our community, including students, faculty, prospective students, and the public.