Diversity & Inclusive Excellence (PREP) Reporting Process – overview & points to discuss

## In sum: significant progress in department-level diversity planning & action

* Almost every academic department has a diversity plan in place
* Almost all undergraduate major programs have submitted an update to their plan for AY 11/12
* Multiple initiatives are underway across all three Colleges to address inclusive excellence at the course and program level (see attached snapshot)

## Next steps: Moving forward

* How can we build **benchmarks/goals/expectations** into the process? Currently there are no expectations relative either to a) the type of initiatives undertaken, or b) the demonstrated impact on student success.
	+ *For example, re: type of initiatives undertaken*: Community-building efforts within the major can be important pieces of the puzzle, but at what point do we suggest to a department that they also need to address the other pieces?
* How can we communicate to departments the **need to track impact**? Many departments are undertaking what seem to be promising initiatives, but are not tracking impact.
* How can we provide **the resources necessary to support departments** in their efforts?
	+ Many of the most common and most promising initiatives in programs’ reports (for example: peer-led group tutoring/supplemental instruction/major-based peer mentoring/1-unit intro seminars) require levels of financial support that, although relatively small, many departments were unable to fund. Is this something we can fund at the university and/or College level?
	+ Would it be helpful to provide a “menu” of options for departments to choose from when constructing their plans/updates?
	+ Many departments are attempting to construct recruiting efforts targeted at URM student recruiting, but these are proving not to be feasible for individual departments, giving their limited (human) resources. Is there a way to support this process at the College/university level?

## Additional questions to discuss

* What are the expectations going forward re: **graduate programs’ participation** in this process?
* How much attention should departments be expected to give to **service courses**? These seem critical in terms of overall retention (especially for FTF) but departments have little incentive to address these courses. Perhaps we could institutionalize an incentive for departments to address course success in large GE courses?
* How can we leverage **opportunities for within-college and cross-college collaboration** in this process? (*As an example*, many of the smaller CNRS programs struggle to get the word out about their programs to existing URM students, which could (at least partially) be addressed by taking a half-hour in large science gateway courses to let students know about opportunities across the College…)
* How can we **communicate broadly to campus** about the work underway across campus to address these issues? Perhaps a letter from the Provost to all faculty and staff (at least within the division)? Would seem important for such a communication to be accompanied by an outline of what we will do to support this at the university and/or College level.