

NB Plan: <https://nbdiversity.rutgers.edu/goals-and-action-steps>

Diversity, Equity, & Inclusion at
Douglass College
2021-2024

Executive Summary

Over the last year and half, students, staff, and the Douglass Alumnae Advisory Board worked collaboratively on the diversity strategic planning process. Stakeholders were engaged during the process in numerous ways. Students from the Dean's Diversity Board and other students from focus groups were invited to share their thoughts on the current state of the College, the strategic planning process, and additional ideas for furthering our success. The Dean communicated the College's commitment and planning process in a mid-semester letter to all students. The Douglass Advisory Board, composed of alumnae, reviewed information on the current state of DEI programming at Douglass and brainstormed with the Dean's Cabinet on ideas for incorporating DEI into the Douglass curriculum as part of the ideal state for the College. The DEI committee engaged with staff on the self-assessment to develop strategies to reach our ideal state. The committee chair presented at an undergraduate staff meeting, the College's leadership cabinet meeting, and has regular meetings with the Dean. The chair also serves as an Equity Advisor for RU-NB.

In addition to stakeholder engagement, Douglass leadership undertook a review of the Diversity Strategic Planning Assessment Survey results and other college/university wide data to inform planning. Early in the process, the Dean's Cabinet drafted vision statements to help guide the process. The leadership team held a full day retreat dedicated to creating goals and strategies for the unit action plans. In a continued effort to build inclusive and equitable spaces for Douglass students, staff, instructors, and community, the following goals, strategies, and metrics were developed in alignment with University priorities.

Goals

Goal 1: Recruit, retain, and develop a diverse community of students, staff, faculty, and course instructors by building inclusive environments

Strategies/Action Steps:

Current students: Douglass enrolls a highly diverse student body of 2,500 students and continues its commitment to attract and recruit a broad range of diverse students. 20% of our students identify as Black/African American, 18% as Latinx/Hispanic, 25% as White/Caucasian, and 35% as Asian/Pacific Islander. 50% of students major in a STEM field, while 25% major in social sciences, and 10% in arts and humanities. 31% are first-generation and 25% are transfer students.

Douglass is committed to developing special foci programs that center on or address intersecting identities and inequalities, women's issues within specific communities, and ensuring that all settings at the College are inclusive in its content, interactions, and goals.

Programs for underrepresented students are centralized. Lines of intersectionality include faith, sexuality, gender, nationality, ethnicity, ability, race, economic inequality, and other forms of inequality and differentiation relevant to the students, staff, and goals of a Douglass College education.

Student recruitment and retention:

Create targeted practices to enhance the recruitment of underrepresented students through micro-segmentation, and highlighting our college goals, student population and programming in recruitment materials and activities.

Develop early engagement strategies with the Douglass incoming class to build community and identity.

With Rutgers' Office of Institutional Research, develop an annual data protocol to track student retention and progress, with a focus particularly on underrepresented students.

Staff/Instructors: Enhance and sustain the talent acquisition and retention committee and expand continuing education

Goal 2: Implement inclusive pedagogical practices in all Douglass courses and co-curricular programs

Strategies/Action Steps:

Ongoing training for instructors and staff on inclusive pedagogy, cross-cultural competence/humility, and universal design. At least 70% of instructors/staff will attend at least 1 training session on inclusive pedagogy by end of spring academic semester. Focus is on classroom and co-curricular settings with the goal of enhancing student learning and feelings of inclusion.

Annual review of the Douglass curriculum that assesses DEI content and context.

Increase content that center students' backgrounds and theories of inequality in classroom and co-curricular education.

Goal 3: Promote the importance of civic engagement and social responsibility that connects the local to the global through feminist perspectives

Strategies/Action Steps:

The College will coordinate with its multiple service partnerships to create a unified and sustainable set of student programs. The College will partner with a global and or/local organization to determine priority projects and use community expertise to serve student education and community needs. Some organizations that we have strong to emerging connections with include: Be the Change NJ & The NJ Diaper Bank

Students, staff, and instructors will be trained prior to service work on a strengths-based perspective rather than a deficit model when working with community partners. Trainings will also take place on the hazards of the "savior" model in community work.

Goal 4: Equip college leaders with the skills needed to promote inclusion including the ability to understand systems of inequity

Strategies/Action Steps:

Offer tailored training specifically for college leadership that advances inclusion and equity in policy and decision-making. All members of college leadership should engage in at least 1 training per academic year.

Train leaders to manage conflict regarding cross-cultural exchange and to recognize and ensure equity in treatment and cultural humility among staff members.

Come to an agreement about language, priorities, training, and decisions among the leadership group.

Formalize the relationship between the DEI Committee, Director, and the Dean's Cabinet.

Develop an infrastructure to support and require staff to attend DEI professional development.

Goal 5: Develop infrastructure and culture that values accountability, metrics, and transparency in decision making around diversity, equity, and inclusion

<p>Strategies/Action Steps: Adopt evaluations and reports that prioritize qualitative and quantitative data to help inform decisions about impact, the success of a program, and program elimination. During annual review of program impact discussions should value numerical data as well as student feedback.</p> <p>Ensure that undergraduate program staff contributes to and is informed about decisions about program development, sunseting, and closure. Create and sustain chains of communication that allow for these conversations to happen.</p> <p>Include students in decision making regarding DEI practices, policies, and programs. Formalize how we bring student feedback (student boards, student orgs, other feedback) into the decision making process.</p> <p>Conduct an audit of assessment tools currently in use for its relevance to DEI.</p>
<p>Update college community of diversity strategic goals and metrics.</p>

Part III: Timeline- A Three Year Plan

Year 1 (completed by June 2022)

Goal Link	Task
1	Launch the new Douglass DEI Curriculum, propose changes to the curriculum.
1	Develop tools for operationally defining and tracking progress toward equity and inclusion.
1	Develop assessment procedures that capture the experience of underrepresented students.
1	Review current course evaluations for student feedback on the experience and the curriculum components.
1	Launch of the new Douglass WiSE STEM program on underrepresented students. (Paused due to staffing changes)
1	Name a new chair of the talent acquisition and retention committee & data committee. Revisit existing goals of both committees.
2	Offer at least 2 all staff/instructor training on inclusive pedagogies.
4	Leadership training on DEI best practices.

Year 2 (completed by June 2023)

Goal Link	Task

3	Identify & develop a proposal for building long-term sustained relationships with at least 3 community/global organizations and ensure appropriate trainings are offered for students/staff working with outside community members.
4	Revise annual performance reviews to include DEI training requirements for all levels of staff.
5	Identify and develop continued leadership training needed for the Dean's Cabinet & other college leaders.
5	Conduct an audit of assessment tools in use and propose major or minor changes.
1	Develop a streamlined process of early engagement for the incoming class to build community and identity and to reduce melt.
1	Develop and evaluate effectiveness of early engagement activities.
1	Create and enhance targeted practices to enhance the recruitment of diverse populations through micro-segmentation and collaboration with community partners. Highlight current student population and improve programming at open houses.

Year 3 (completed by June 2024)

Goal Link	Task
1	Develop an annual data protocol to track student retention and progress, particularly those from under-resourced backgrounds.
5	Release a comprehensive progress report of the Diversity Strategic Plan to the College community.
1	Evaluate the effectiveness and impact of the Talent Acquisition and Recruitment Committee.

Ongoing Strategies

1. Continue sourcing, reflecting, and making changes based on campus labs data, student feedback, formal and informal evaluations (linked to goal 1)
2. Evaluate the Douglass curriculum content and structure using qualitative and quantitative measures (linked to goal 1 & 2)
3. Provide staff/instructor training on inclusive pedagogies (linked to goal 1 & 2)
4. Annual update on Strategic Plan Progress
5. Dean's Cabinet, other college leaders, and staff and instructors attend mandatory training on various DEI topics

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