

## L&S DEI Priorities, 2023-2024

Dean Wilcots charged the L&S Diversity, Equity, and Inclusion Committee to develop priorities to help guide activities taken up by L&S leadership, DEI committees, and individual units. The following priorities are based on information collected from annual department DEI reports, listening sessions conducted in spring 2022, and L&S data. They are all of equal importance, and represent just the beginning of a participatory long-term process toward improvement.

Priorities	Activities	Measuring Progress
<p><b>Infrastructure</b></p> <p>Strengthen the DEI <b>infrastructure</b> in L&amp;S and increase capacity for taking on DEI work within units</p>	<ul style="list-style-type: none"> <li>• Launch Office of Diversity, Equity, and Inclusion (ODEI) with the capacity and resources to address the complexity and scale of L&amp;S</li> <li>• Units develop their own DEI committees, allocate resources to sustained DEI efforts, and track measurable DEI progress</li> <li>• DEI Leads from each unit share promising practices and participate in trainings</li> <li>• Units add evaluation of DEI activities to PVLs, job descriptions, and performance reviews</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• Hired Mel Freitag as Assistant Dean and Director of DEI Training and Innovation</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• Over the next year, will have increased number of units with DEI committees from 40 units to at least 56 units</li> <li>• Over the next year, will have increased number of units discussing DEI issues at unit meetings from 38 units to at least 62 units</li> </ul>
<p><b>Belonging</b></p> <p>Creating a greater sense of <b>belonging</b> for all students, faculty, and staff within L&amp;S</p>	<ul style="list-style-type: none"> <li>• Instructors integrate inclusive practices and modules on belonging into courses</li> <li>• Support peer facilitation between students and student organizations focused on connection and belonging</li> <li>• Improve physical spaces and communications to recognize and welcome people from all backgrounds</li> <li>• Strengthen engagement with alumni from diverse backgrounds, considering storytelling, boards of visitors, and development priorities</li> <li>• Track history of awards and high-impact practices within unit to evaluate participation of underrepresented individuals</li> <li>• Increase participation in undergraduate course on the Art and Science of Human Flourishing with goal of reaching 500 students per semester</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• Badger Belonging Program has entered into a launch phase</li> <li>• L&amp;S ODEI conducted 6 listening sessions with undergraduates, grad students, faculty, and staff about DEI in L&amp;S</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• In future listening sessions and other small-scale opportunities for community dialogue, will see recognition of belonging as important goal and new activities focused on belonging</li> </ul>

<p><b>Teaching &amp; Learning</b></p> <p>Align DEI values with <b>teaching and learning</b> practices across L&amp;S</p>	<ul style="list-style-type: none"> <li>• Instructors increase skills in supporting learning for students from all backgrounds, identities, and abilities</li> <li>• Build values around learning about social inequality and engaging with historically marginalized communities into the new L&amp;S liberal arts curriculum</li> <li>• Create trainings for instructors across L&amp;S in inclusive pedagogy</li> <li>• Support units in adding DEI requirements to curriculum</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• L&amp;S Instructional Design Collaborative has developed new initiative called L&amp;S Exchange, which supports practices like inclusive teaching across the college</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• By 2024, will have increased number of units providing trainings in inclusive pedagogy from 24 units to at least 44 units</li> </ul>
<p><b>Faculty</b></p> <p>Improve the recruitment and retention of <b>faculty</b> from historically marginalized communities in L&amp;S</p>	<ul style="list-style-type: none"> <li>• Create diversity recruitment plans when engaging in faculty hiring</li> <li>• Improve language in faculty job postings to be more inclusive and open to applicants from diverse backgrounds</li> <li>• Implement best practices throughout the hiring process to eliminate bias in recruitment process</li> <li>• Support faculty research that focuses on underrepresented communities and solutions to DEI-related problems</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• HR is developing guidelines around requesting diversity statements, DEIC is in conversation about how to help units implement/assess</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• Over the next year, units will track progress in faculty diversity as compared to their own academic field demographics, peer institutions, and national trends</li> </ul>
<p><b>Undergraduate Students</b></p> <p>Improve the recruitment and retention of <b>undergraduate students</b> from historically marginalized communities in L&amp;S</p>	<ul style="list-style-type: none"> <li>• Units examine the demographics of their undergraduate students and grade gap data to identify harmful patterns</li> <li>• Examine intro courses and pipelines into majors to ensure that student success from all backgrounds and identities is supported</li> <li>• Encourage peer mentorship, internships, and research opportunities for all undergrads</li> <li>• Establish fellowships, scholarships, and awards for underrepresented undergraduate students</li> <li>• Develop a college-level strategic enrollment plan that includes a strategy for addressing the cost of attendance for non-resident students</li> <li>• Evaluate infrastructure to ensure that L&amp;S can provide support throughout the student lifecycle</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• L&amp;S leadership continues to meet with Enrollment Management, as well as develop community partnerships and fundraising focusing on undergraduate students</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• By 2025-26, L&amp;S will have doubled the number of students who are Pell Grant eligible or from historically marginalized communities</li> <li>• Over the next year, units will track grade gap data and participation of underrepresented undergraduate students to identify inequalities and problem areas to address</li> </ul>

<p><b>Graduate Students</b></p> <p>Improve the recruitment and retention of <b>graduate students</b> from historically marginalized communities in L&amp;S</p>	<ul style="list-style-type: none"> <li>• Develop summer research programs or academic bridge programs to increase accessibility and visibility of program to underrepresented applicants</li> <li>• Establish dissertations fellowships, awards, travel grants, summer stipends, or emergency funds for underrepresented graduate students</li> <li>• Strengthen mentorship training for advisors of underrepresented graduate students</li> <li>• Develop cohort models for CGRS-eligible students to build community within and across departments</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• Shift from AOF to CGRS program</li> <li>• CGRS students now on 12-month funding for 5 years</li> <li>• CGRS set goal of building community beyond the first year, include incoming students</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• Over the next year, units will track progress in graduate student diversity as compared to their own academic field demographics, peer institutions, and national trends</li> <li>• Over the next year, units will track completion rates and participation of underrepresented graduate students to identify inequalities and problem areas to address</li> </ul>
<p><b>Staff</b></p> <p>Improve the recruitment and retention of <b>staff</b> from historically marginalized communities in L&amp;S</p>	<ul style="list-style-type: none"> <li>• Develop affinity groups for staff from diverse backgrounds</li> <li>• Conduct a market analysis to identify fertile ground for recruitment</li> <li>• Review findings for campus climate study to identify issues impacting retention of individuals from marginalized groups</li> <li>• Conduct focus group or listening sessions with individuals from marginalized communities to identify climate issues that will impact recruitment and retention</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• Recent staff climate survey is being analyzed to identify issues and opportunities</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• Over the next year, we will see improvements in the diversity of applicant pools for staff hiring</li> <li>• Over next 2-3 years, will see observable increase in staff diversity as measured by Affirmative Action office data</li> </ul>

<p><b>Research</b></p> <p>Align <b>research practices</b> with DEI values across L&amp;S</p>	<ul style="list-style-type: none"> <li>• Ensure that all research team members are valued and included in research efforts and opportunities</li> <li>• Encourage the recruitment of diverse research teams, particularly including underrepresented student researchers</li> <li>• Support research grants and funding proposals that address DEI-related problems and solutions</li> <li>• Investigate research funding and awards for unintentional privileging of dominant populations, and develop plans to address inequalities</li> <li>• Seed funding for research projects and research personnel that focus on DEI issues</li> <li>• Support training in and promotion of community-engaged research with diverse populations</li> </ul>	<p><b>Examples of Recent Progress:</b></p> <ul style="list-style-type: none"> <li>• Improvements to funding structure of CGRS program, which allows underrepresented grad students to focus on research in the summer</li> <li>• Individual departments that have reviewed their research enterprise with an eye toward DEI issues</li> </ul> <p><b>Progress Indicators:</b></p> <ul style="list-style-type: none"> <li>• L&amp;S DEIC will add research categories to annual unit DEI survey to develop a baseline of measuring progress on research efforts</li> <li>• Include DEI in annual and tenure review processes for faculty</li> </ul>
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