



## IChange Network Final Action Template

Institution: University of Denver

IChange Team Lead: Robin Tinghitella & Sarah Watamura

Action Plan Goal (Audacious Goal): To close the policy to practice gap in inclusive practices and move toward a culture of belonging for all faculty.

### Table E1. Action Plan & Indicators

Please provide a detailed action plan, including the rationale for the action and the measures you will be using to assess the effectiveness of the action.

<b>Action</b>	<b>Area(s) Addressed of Institutional Model for Increasing Faculty Diversity: Recruitment, Transition, Retention, Institutional Context</b>	<b>Action Rationale</b>	<b>Action Ownership/ Accountability</b>	<b>Action Means of Support: e.g. Staff Time; External grant; Fee-for-service; To-be-identified</b>	<b>Action Assessment Metric (Progress Indicator)</b>
<i>Possible action 1: Close the policy to practice gap on search processes.</i>	<i>Recruitment</i>	<i>DU has clear policies that require ongoing training of departments/units and search committees in advance of searches. Compliance with these mandatory trainings varies, however. We propose an accountability process for documenting required training.</i>	<i>Division of Diversity Equity and Inclusion</i>	<i>Staff time from DEI; committed training time from recruiting units.</i>	<i>Process for documenting that searching departments completed required trainings. (leading - within year 1)  Percentage Increase in URG faculty in finalist pools (lagging)</i>
<i>Possible action 2: Implement chair/director/associate dean participation in centrally provided</i>	<i>Onboarding</i>	<i>Demonstrate commitment of units in supportive programming offered to new</i>	<i>Provost's Office</i>	<i>Staff Time; chair/director time &amp; compensation /work</i>	<i>Creation of chair/director onboarding process and programming (leading – within year 1)</i>



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<i>faculty onboarding initiatives.</i>		<i>faculty; provide a platform through which recruiting chairs/directors can receive ongoing antibias and mentorship training.</i>		<i>exchange</i>	<i>Unit level commitment to successful and integrated onboarding (lagging)  Cross-institution buyouts for new faculty to participate in onboarding (lagging)</i>
<i>Possible Action 3: Design and implement and onboarding fair. Change faculty onboarding events to include tables and stakeholders present to engage faculty with university resources and affinity opportunities.</i>	<i>Onboarding</i>	<i>Current programming for onboarding of faculty could benefit from strategies that research has shown work well for onboarding and connecting students. This would include an onsite opportunity to meet and join affinity groups and find resources.</i>	<i>Provost's office</i>	<i>Time for planning and for affinity group members/leadership and resource folks to attend</i>	<i>Offer a session like this (leading – within year 1)  Improved connection to and engagement with resources and affinity groups (lagging)  Increased sense of faculty feeling connected to other faculty and to DU (lagging)</i>
<i>Possible Action 4. In-depth evaluation of resignation including “stay interviews” for successful retention to understand why people stay after considering leaving, “exit interviews” with people departing DU and potentially with units experiencing departures.</i>	<i>Retention</i>	<i>We may lack clarity and data on the reasons that people choose to stay or leave the University, which means we cannot keep them if we don't know why they're leaving (or why people who consider leaving decide to stay).</i>	<i>HRIC/Division of Diversity, Equity and Inclusion Faculty Liaison, Provost's office</i>	<i>Support for pathways to identify folks at risk of leaving; data collection platforms, staff time for interviews, data collation and processing</i>	<i>Implementation and communication about the process for data collection on resignation (leading – within year 1)  Reduced resignation/improved engagement (lagging)</i>
<i>Possible Action 5: Schools and departments will be charged with developing a department/school-</i>	<i>Retention (Community &amp; Belonging)</i>	<i>Department and school level growth in DEIJ is critical for faculty thriving. We recommend a</i>	<i>Departments</i>	<i>Support and training for chairs and directors; compensation /work</i>	<i>Institutional and college level support for department level self-evaluation and growth (leading – within year 1)</i>



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<p>level evaluation of DEIJ to determine their individual next steps, encouraging a proactive/responsive mindset over a reactive/innovative mindset.</p>		<p>proactive and responsive mindset to diversity, equity and inclusion, and that tools to encourage regular department/school level evaluation and iterative change could move beyond the tendency to be stuck in a reactive space with bursts of (possibly duplicative) innovation.</p>		<p>exchange</p>	<p>Regular investment in training and growth resources (time, training, consultants, supports) – (leading)</p> <p>25% increase in faculty feeling valued for their contributions, feeling connected to other faculty and feeling connected to DU (lagging)</p>
<p>Possible Action 6: Demonstrate top-down leadership engagement in DEIJ training (BOT, chancellor, provost, deans, external influencers).</p>	<p>Institutional Context</p>	<p>We believe that faculty and staff commitment to DEIJ is high but would be further enhanced and supported by a clear demonstration of commitment to growth in our leadership.</p>	<p>Division of Diversity, Equity and Inclusion</p>	<p>Institutional commitment/c harge by BOT or chancellor</p>	<p>Completion of training by 90% of leaders in these roles (leading – within year 1)</p> <p>Campus trust in leadership commitment (lagging)</p>
<p>Possible Action 7: Add DEIJ recognition alongside research, teaching, service awards events for departments or individuals increasing inclusive climate.</p>	<p>Institutional Context</p>	<p>To recognize sustained and invisible labor, we recommend that recognition dinners and university-level awards be added for DEIJ contributions.</p>	<p>Provost's office (dinner), Senate (faculty awards)</p>	<p>Resources to support a dinner, process supports for nomination and selection</p>	<p>Begin offering these annually (leading – within year 1)</p> <p>Increased effort in DEIJ across the university (lagging)</p> <p>Sustained and invisible DEIJ effort recognized and rewarded during annual and substantive reviews across the university (lagging)</p>
<p>Possible action 8.</p>	<p>Retention</p>	<p>Increasingly</p>	<p>Provost's office</p>	<p>Staff time,</p>	<p>Opportunities for</p>



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<p><i>Ongoing skill and professional development to support success across the career trajectory.</i></p>		<p><i>across rank individuals with one or more historically excluded identities are overtaxed for service and for teaching that is higher in service components or emotional-labor, which can lead to reduced career advancement/disengagement/resignation.</i></p>		<p><i>external consultants/trainings to support professional development across the career</i></p>	<p><i>professional development, increased participation in professional development opportunities (leading – within year 1) for associate and full rank across series</i></p> <p><i>Promotion/success/retention across series – proportional demographics by rank (lagging)</i></p>