

DIVERSITY, EQUITY, INCLUSION, SOCIAL JUSTICE, AND BELONGING ACTION PLAN

**UNIVERSITY OF HARTFORD
INCLUSIVE EXCELLENCE
2023-2025**

UNIVERSITY OF HARTFORD

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OVERVIEW FROM CHRISTINE GRANT, ASSISTANT VICE PRESIDENT OF DIVERSITY, EQUITY, AND COMMUNITY ENGAGEMENT

Guided by the University's Strategic Action Plan¹ and Values Statement, the University embarked on a journey toward Inclusive Excellence.² With the aim of achieving and sustaining excellence as integral to UHart's mission and strategic action plan, we have adopted the Association of American Colleges and Universities (AAC&U) model for Inclusive Excellence (IE).³ This model is designed to embed diversity, equity, inclusion, social justice, and belonging (DEIJB) into all structures, systems, and efforts of the University. Creating and fostering a more diverse, vibrant, equitable and inclusive campus community is not easy. This work is hard and, at times, complicated. The ongoing collective leadership structure, along with concrete actions and resources to sustain it, will help to make UHart a more welcoming community where success is achieved.



WHY INCLUSIVE EXCELLENCE?

Inclusive Excellence (IE) was developed by AAC&U in 2005 to re-imagine diversity and inclusion as the active process of making excellence inclusive and the responsibility of everyone. The Association's work was designed to help campuses: (a) integrate their diversity and quality efforts; (b) situate this work at the core of institutional functioning; and (c) realize the educational benefits available to students and to the institution when this integration is done well and is sustained over time. The authors conclude that the action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change.⁴

¹ www.hartford.edu/about/mission-vision/strategic-vision/

² www.hartford.edu/about/mission-vision/

³ D. A. Williams, J. B. Berger, and S. A. McClendon, *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions* (Washington, D.C.: Association of American Colleges and Universities, 2005).

⁴ Ibid.

UHart's success is dependent on, and directly connected to, how well it values, engages, and integrates the rich diversity of its students, faculty, staff, alumni, and community. The development and implementation of a Diversity, Equity, Inclusion, Social Justice, and Belonging action plan is a key step toward the realization of the University of Hartford's vision of being a model for inclusive excellence and becoming a vibrant, inclusive community where all its members succeed.

2023-2025 PLAN

The goals of the University of Hartford's Strategic Action Plan include a commitment to realizing successful student outcomes and promoting a vibrant, diverse, inclusive, and socially just community.

To accomplish these goals, UHart will pursue a series of strategic priorities with concrete actions.

This plan represents a roadmap to advance excellence by leveraging existing successful DEIJB initiatives, and embracing and forging innovative new strategies and ideas.

KEY THEMES

The high-level themes listed below will serve as a guide for all University priorities, goals, and actions throughout the institution and its divisions.

1. **A Shared Equity Leadership DEIJB Structure**—UHart's goal to promote a vibrant, diverse, equitable, inclusive, and socially just community must be reframed to involve multiple leaders collaboratively working to make diversity, equity, inclusion, social justice, and belonging (DEIJB) embedded throughout the institution. *DEIJB must be seen as everyone's collective responsibility and not the work of one office.* This approach will require divisions, units, and offices to work collaboratively and hold each other accountable.
2. **Campus Experience**—Build and foster a vibrant campus climate and culture that fully embraces individuals of varied backgrounds, cultures, races, identities, beliefs, and perspectives and encourages the free exchange of ideas. This is a culture that works actively to counteract inequity and injustice and that enhances the student, faculty, and staff experience.
3. **Classroom Experience**—Build a representative curriculum that includes multiple perspectives and employ inclusive pedagogy.
4. **Systems and Infrastructure**—Establish structures for institutionalizing equity throughout all University policies, procedures, and infrastructure in order to dismantle barriers and ensure inclusion and belonging.
5. **Representation and Retention of Students, Faculty, and Staff**—Continue to recruit, enroll, and retain a diverse student population. The diversification of our faculty and staff continues to be a top priority in order to reflect and meet the needs of our students.
6. **Accountability**—Work together to ensure that the actions outlined in this plan are realized effectively.

Our goals and actions are strategically identified so that all persons of all identities feel welcome, experience a sense of belonging, and succeed at UHart. In recognition of the University's commitment to excellence, it is my honor to present this Diversity, Equity, Inclusion, Social Justice, and Belonging plan at the University of Hartford.

STRATEGIC PRIORITIES

Priority 1. Climate and Culture

Create and sustain a welcoming, inclusive environment that advances excellence and acknowledges and celebrates diversity in all of its forms. Integrate inclusive practices throughout the University's daily operations. This priority refers to the strategies and objectives that will enable the University to create a climate that is supportive, respectful, and values differing experiences and perspectives.

Priority 2. Recruitment

Attract a diverse and culturally representative undergraduate and graduate student body, faculty, and staff while paying particular attention to historically underrepresented populations, abilities, genders, and other social constructs among students, faculty, and staff.

Priority 3. Retention

Commit to ongoing efforts to retain students, faculty, and staff by fostering a campus culture and climate that supports enrollment, retention, and success.

Priority 4. Inclusive Pedagogy and Curriculum

Create a teaching culture that allows all instructors opportunities to incorporate and promote inclusive pedagogies and curricula, and fosters an enhanced sense of belonging within their classrooms. The Center for Teaching Excellence and Innovation's definition of inclusive pedagogy is: (1) designing learning environments/curricula and equitable instruction that support all students/identities and (2) creating a welcoming community that cultivates belonging.

Priority 5. Community Engagement and Partnerships

UHart is committed to social justice, and has a responsibility to model good citizenship and support for our neighboring communities through engagement, partnerships, and collaborations.

Priority 6. Accountability and Communication

UHart recognizes that its journey toward excellence in DEIJB requires accountability, transparency, and consistent sharing of the University's initiatives, innovations, and progress. The University must highlight and celebrate accomplishments—while addressing challenges when necessary.

Priority 7. Assessment and Measurement of Success

Data must be continually collected and analyzed in order to evaluate progress toward benchmarks. This information will help identify areas of strength and opportunities to improve campus culture and climate.

**UNIVERSITY OF HARTFORD
DIVERSITY, EQUITY, INCLUSION,
SOCIAL JUSTICE, AND BELONGING
ACTION PLAN
2023-2025**

BACKGROUND: ACCOMPLISHMENTS AND HIGHLIGHTS

The University of Hartford, referred to as UHart throughout this document, embarked on a journey to introduce and enhance equity and inclusion at strategic, tactical, and operational levels of the University. Accomplishments and highlights of these efforts include the:

- Development of a 12-Point Action Plan for Diversity, Equity, and Inclusion in 2017
- Appointment of Christine Grant, Executive Director of Diversity and Community Engagement, to the President's Cabinet in 2019
- Establishment of the President's Steering Committee on Diversity, Equity, and Inclusion in August 2019, co-chaired by Christine Grant and Professor Jane Horvath. Four working groups emerged from this committee. These are:
 - **The Policy Working Group.** This team reviewed the Policy on Policies and, as a result of this review, implemented changes in policy review procedures to eliminate disparities and any potential barriers that may negatively impact members of the UHart community. The team then created a Policy Review Committee that meets monthly.
 - **The Population Working Group.** The mission of this group is to monitor and support efforts to recruit and retain diverse populations of students, faculty, and staff.
 - **The Academic Programs Group.** Responsible for monitoring and supporting efforts to expand the diversity of content within all academic programs.
 - **The Assessment Group.** Develops plans for ongoing assessment of our efforts pertaining to diversity, equity, and inclusion at the University.¹
- Publication of the first report of the President's Steering Committee on diversity, equity, and inclusion in March 2021
- Establishment of seven affinity networks for staff and faculty
- Creation of a glossary of DEIJB terms and affirmative language to enhance community-wide conversations. The glossary provides a starting point for open and honest conversations and is a tool meant to build a shared language of understanding.
- Establishment of the annual DEI Lecture series. This series provides a forum by which students, faculty, staff, and the community may deepen their knowledge and increase their awareness of the benefits of diverse perspectives and includes pre- and post-lecture activities for students. The series informs individual and institutional actions that promote DEIJB on campus and in our broader community.
- Increased the number of students in the Success Team for Readiness, Improvement, Diversity, and Excellence program (STRIDE) and Vuela Mas Alto, support programs targeting black, Hispanic, and LatinX students. The committee has also increased Study Abroad participation by first-generation college, Pell recipient, and BIPOC students.
- Increased recognition of cultural days, months, and celebrations, such as Asian Pacific Islander Desi American Month, Black History Month, and increased programming that promotes understanding of different cultures and identities.
- Development of a means by which faculty, staff, and students may enter preferred names and pronouns in the University's database.

¹ www.hartford.edu/about/campus-leadership/office-president/committees/diversityequityinclusion.aspx#accordion-group-1-section-4-label

- Institution of an array of DEIJB learning and professional development opportunities, (e.g.) the semi-annual DEIJB professional day of learning for faculty and staff, antiracist conversations, learning circles, and the Creating Visibility and Belonging panel series)
- Creation of an Equity and Inclusion faculty fellowship. This fellowship allows faculty to immerse themselves more deeply in the work of diversity, equity, inclusion, social justice, and belonging.

These efforts have moved the University forward and provided the basis for this plan. The results of these accomplishments and initiatives present a strong foundation on which to foster a UHart community that is vibrant and inclusive.

This DEIJB action plan was developed and guided by the University's Strategic Action Plan Goal Three along with extensive engagement with key UHart leaders, the President's Steering Committee on Diversity, Equity, and Inclusion, and the results of the 2019 Climate Assessment.

The detailed DEIJB action plan for inclusive excellence identifies accountable owners who will work collaboratively with the Office of Diversity, Equity, and Community Engagement to complete the Actions listed below and will, on a regular cadence, report on their progress to University leadership and to the President's Steering Committee on Diversity, Equity, and Inclusion. The Assistant Vice President for Diversity, Equity, and Community Engagement will place a major focus on campus climate as a means of achieving inclusive excellence. This plan will be updated annually and shared with the community to reflect progress and needed adjustments. The plan includes seven strategic priorities that will move Inclusive Excellence forward:

1. Climate and Culture
2. Recruitment
3. Retention
4. Inclusive Pedagogy and Curriculum
5. Community Engagement and Partnerships
6. Accountability and Communication
7. Assessment and Measurement of Success

The overarching goal of this plan is to integrate and advance the work of DEIJB throughout all areas of the University and to ensure the institution's long-term success.

STRATEGIC PRIORITIES

1. CLIMATE AND CULTURE

Priority 1. Create and sustain a welcoming, inclusive environment that advances excellence and acknowledges and celebrates diversity in all of its forms. Integrate inclusive practices throughout the University's daily operations. This priority refers to the strategies and objectives that will enable the University to create a climate that is supportive and respectful and values differing experiences and perspectives.

(Owners: Office of the President, Office of the Provost, Office of Diversity, Equity, and Community Engagement, the President's Steering Committee on Diversity, Equity, and Inclusion, Division of Student Success, Human Resources Development, Marketing and Communication, Admission, Graduate and Professional Studies, Development and Alumni Affairs)

ACTIONS:

- Integrate and advance Excellence and Diversity, Equity, Inclusion, Social Justice, and Belonging (DEIJB) efforts throughout all facets of the University of Hartford.
- Continue building the capacity of Cabinet leaders to create and foster inclusive climates in their areas of responsibility through the Shared Equity Leadership Model (ACE) strategy.²
- Learning and development are central to Inclusive Excellence. Continue to provide a robust offering of educational trainings, programming, and critical conversations that focuses on DEIJB for all students, faculty, staff, and administrators. Create opportunities to develop a deep and practical understanding of cultural competence and awareness by building critical knowledge and skills.
- Develop and implement strategies to ensure all UHart students participate in innovative and transformative DEIJB learning experiences. Examples of these strategies include:
 - Develop students' understanding of key concepts related to DEIJB during orientation programs.
 - Develop first-year activities or programs that focus on students getting to know each other in order to help break down barriers, biases, and misconceptions.
 - Provide opportunities for all students to process and re-evaluate their preconceived notions about people different from themselves to better understand and communicate across differences with mutual respect, on campus and in the wider world.
 - Expand and require ongoing educational opportunities that support students' understanding of diversity, equity, anti-racist behavior, and bystander response.
- The Office of Diversity, Equity, and Community Engagement will work collaboratively with the Office of Student Engagement and Inclusion to develop programs and workshops.
- Develop an accessible central and living repository of self-education materials on anti-bias and anti-racism.
- The Office of Diversity, Equity, and Community Engagement will work in collaboration with the Office of Human Resources Development and the Office of the Provost to develop strategies on how to foster a sense of belonging and community for staff and faculty.
- Share the data from the spring 2023 DEIJB Faculty and Staff Pulse Survey and identify areas needing improvement regarding faculty and staff experience and belonging.
- Support ongoing DEIJB educational programming for Public Safety staff.
- Explore and invest in new technologies and software to offer more effective educational opportunities in DEIJB.
- Review, analyze, and devise methods to strengthen operations and resources that foster a culture of continuous improvement for all DEIJB goals and efforts.
- Commit to increasing ongoing engagement opportunities for students, faculty, staff and alumni.
- Develop partnerships with the Alumni Association to engage alumni and promote their understanding of diversity, equity, inclusion, social justice, and belonging.
- Commit to institutional infrastructure and operational change through equitable and inclusive policies and procedures.
- Continue to maximize the use of more inclusive language throughout University policies, protocols, documents, and publications to speak to people of all identities.

² www.acenet.edu/Research-Insights/Pages/Diversity-Inclusion/Shared-Equity-Leadership.aspx

- Identify areas in need of clarification and elaboration as well as elimination of biased and antiquated language. Documents to be reviewed include:
 - Faculty Policy Manual
 - Part-Time Faculty Handbook
 - Manual of Academic Policies and Procedures
 - Employment Manual
 - Source Handbook
- Ensure existing and new University policies and procedures advance equity and inclusion and eliminate all obstacles and barriers to student, faculty, and staff success.
- Establish procedures to ensure that all committees and working groups include representation of people from all underrepresented identity groups whenever possible.
- Build out the UHart Policies and Procedures website.
- Conduct an ongoing review of all student-facing policies through a DEIJB lens.
- Launch the Campus Climate Education Response Team under the leadership of the vice president and dean of student success. This group will focus on employing restorative justice, mediation, and education in response to non-Title IX and EEO-related bias issues and referrals.
- Continue Phase II of the UHart: A Welcoming Community project, as led by the President's Steering Committee on DEI. This project involves focus groups, town hall meetings, facilitated discussions, poster sessions, and other instruments to gather feedback on campus climate from diverse perspectives.
- The President Steering Committee on DEI is rewriting the University's 1990 Diversity Statement to better reflect our commitment to an inclusive campus culture.
- Establish an Outstanding Diversity Advocate Award for employees, with an appropriate honorarium.

2. RECRUITMENT

Priority 2. Attract a diverse and culturally representative undergraduate and graduate student body, faculty, and staff, while paying particular attention to historically underrepresented populations, abilities, genders, and other social constructs among students, faculty, and staff.

(Owners: Marketing and Communication, Admission, Office of the Provost, the Office of Human Resources Development, Office of Diversity, Equity, and Community Engagement, Career Services, Division of Student Success, Development and Alumni Affairs)

ACTIONS:

Undergraduate Student Recruitment

- Continue to broaden virtual and in-person outreach efforts to attract underrepresented markets and increase inquiry and applicant volumes for undergraduate admission. Planned enhanced outreach includes increased engagement with high school counselors in key geographies, expanded travel for admission counselors, and continued virtual and in-person visit opportunities. Efforts will be assessed using Key Performance Indicators data.
- Continue to enhance the promotion of success stories, news stories, and featured stories of people of all identities on the University website, in visual representation on our website, and in other marketing collateral.

- Continue outreach partnerships with the President’s Steering Committee and the Office of Student Engagement and Inclusion colleagues to share and support programming and awareness campaigns. Assess efforts using digital analytics and outcomes.
- Review and enhance first-generation targeted communications, specifically print collateral that was paused during the pandemic. Improve outreach and education for first-generation families on the admission and financial aid processes. Employ digital analytics, attendance, and outcome data to evaluate the effectiveness of these efforts.
- Continue to enhance educational efforts about the college admission process and financial aid literacy through information sessions, one-on-one sessions, and virtual offerings. Specific programs include UHart 101, College Readiness 101, Dollars and Sense, FAFSA completion events, and Financial Aid office hours.
- Devote more efforts to the hiring and recruiting of diverse student ambassadors and full-time staff members within the offices of Admission and Financial Aid.
- Continue to provide opportunities for DEIJB education and workshops for professional staff and student workers (tour guides and ambassadors) in Admission.
- Work in collaboration with campus colleagues to address the college readiness and access pipeline for historically underserved students in partnership with neighboring schools.

Graduate Student Recruitment

- Collect and analyze recruitment data to assess the effectiveness of recruitment efforts and identify areas needing improvement.
 - Work with the Office of Institutional Effectiveness to identify the diversity of students in each graduate program.
 - Identify and implement strategies for diverse graduate student recruitment.
 - Develop infrastructure for ongoing evaluation of progress toward goals.

Staff Recruitment

- The Office of Diversity, Equity, and Community Engagement will work in collaboration with the Office of Human Resources Development to provide ongoing professional development through workshops and resources for hiring supervisors and managers on strategies to diversify applicant pools and hiring, remove bias, and promote diversity, equity, and inclusion within the hiring process.
- The Office of Diversity, Equity, and Community Engagement will partner closely with the Office of the Provost and the Office of Human Resources Development to increase understanding of implicit bias and microaggressions, and improve the hiring and onboarding process for faculty and staff.
- Standardize hiring methods that are informed by anti-bias best practices.
- Develop and implement an updated Affirmative Action Plan to inform our employee recruitment and retention practices.
- Administer an ongoing review of Affirmative Action statistics to identify gaps or areas for opportunities to increase diversity hiring.
- Attract an increased number of historically underrepresented and underserved staff. Actively diversify staff through intentional outreach and external career fairs to promote the University as an employer of choice.

- As part of a new website build and partnership between the Office of Human Resources Development and the Office of Marketing and Communication, continue to be intentional about visual representation and inclusive language to support the University’s efforts to diversify applicant pools for open positions.
- Continue efforts to develop advertising strategies focused on the recruitment of people from underrepresented identities to staff and administration positions.

Faculty Recruitment

- Recruit for full-time faculty openings through conferences, personal networks, and publications with diverse audiences; (e.g.) the Black PhD Network, the Mellon Mays Scholars, and Blacks in Higher Education.
- Maintain membership in the NorthStar Collective. The NorthStar Collective is a multi-institutional collaborative to boost Black, indigenous, and people of color (BIPOC) early-career faculty at New England colleges and universities.³ The Collective is committed to restoring, nourishing, and uplifting BIPOC faculty in the region, and transforming institutions around racial equity. Encourage our BIPOC faculty to apply to be NorthStar fellows.
- Expand advertising opportunities for academic departments that want to recruit Jackie McLean Fellows. This should lead to a larger and more diverse pool of applicants.
- Provide implicit bias training for all search committee members.
- Monitor finalist applications and pools to ensure they are diverse.

3. RETENTION

Priority 3. Commit to ongoing efforts to retain students, faculty, and staff by fostering a campus culture and climate that supports enrollment, retention, and success.

(Owners: University Cabinet, the President’s Steering Committee on Diversity, Equity, and Inclusion, Office of Diversity, Equity, and Community Engagement, Office of the Provost, Office of Human Resources Development, Division of Student Success, Admission, Marketing and Communication, Center for Teaching, Excellence and Innovation, Office of Career and Professional Development)

ACTIONS:

Undergraduate Student Retention

The Retention Committee, composed of faculty and staff from across the University, is committed to supporting all students in achieving academic success, including retention at and graduation from UHart. It strives to identify barriers to student success and then works to create policies, procedures, and programs to help overcome them.

In the fall of 2022, the newly expanded full-year program STRIDE, under the direction of Professor Marcus Thomas, served sixty first-year students. STRIDE assists underrepresented students navigate the transition from high school to college.

- Assess the success of STRIDE through analysis of retention and relative GPA in comparison to a control group of peers and assess satisfaction with STRIDE through student surveys. Solicit feedback from faculty teaching in the STRIDE program on the strengths of the program and areas needing improvement.
- Continue to offer Vuela Mas Alto, an extended orientation program to support the transition of Hispanic/LatinX students from high school to UHart.
- Utilize surveys and focus groups to learn more about the needs of our LGBTQ+ population and create programs and initiatives to support these students.

³ <https://nebhe.org/reparative-justice/northstarcollective/>

- Continue our annual data collection on the DFW rate in University courses to identify equity gaps by race, gender, and sexual orientation, and expand the analysis to include other demographic variables. Develop specific strategies to address identified gaps and fully support various diverse populations. Explore the data through the lens of intersectionality to see if the multiple overlapping groups that our students belong to have an impact on success in the classroom, retention, and, ultimately, graduation.
- Provide resources to support culturally competent academic advising and mentoring, including strategies for major/academic program selection. Create an advising handbook for faculty advisors that includes tools for culturally competent advising.
- Identify funding to provide professional development on student transitions in order to educate faculty advisors on meeting the current needs of students.
- Increase underrepresented student participation in study abroad programs through targeted outreach. Identify funding to provide financial support for passports and visas for financially deserving students.
- Monitor the demographics of students utilizing the Career Studio. Build programming to ensure underrepresented students are connected to internship opportunities and career readiness activities.
- Educate and orient all first-year students upon entry about the Career Studio.
- Connect students with more diverse alumni and professionals. By bridging the gap between alumni engagement, corporate development, and career experiences, we have a greater connection to diverse alumni from all backgrounds, majors, ages, and races, etc. We have more than 150 volunteering opportunities on our calendar for alumni and corporate partners—assuring opportunity for all who wish to participate.

Graduate Student Retention

- Undertake an analysis of graduate student admissions and retention data. Work with the Office of Institutional Effectiveness and use the results of the fall 2022 First 4-Week retention survey to disaggregate graduate retention data by race/ethnicity. Use the results to identify areas of opportunity and need, and set benchmarks and goals for future enrollments.
- Share analysis results with Deans and Program Directors. Undergo high-touch follow-up for respective departments.
- Intentionally plan for more outreach, informational panels, community activities, and engagements to increase the number and diversity of applicants.
- The Office of Graduate Admission and Recruiting will work collaboratively with the Office of Diversity, Equity, and Community Engagement to develop and implement graduate student affinity networks that will offer guidance and a sense of belonging.

Staff Retention

- The Office of Human Resources Development will work in partnership with the Office of Diversity, Equity, and Community Engagement to ensure that inclusion and belonging are experienced by all employees. This includes conversations, development of toolboxes, workshops, and other initiatives.
- Develop pathways for staff to develop professional skills for career advancement within the University.
- Build a professional development mentoring program for staff.
- The Office of Human Resources Development will work in partnership with the Office of Diversity, Equity, and Community Engagement to provide ongoing professional development for supervisors and managers to successfully ensure an inclusive work environment.
- Include DEIJB education in all new staff onboarding and orientation programs in order to promote inclusive practices in the workplace.

Faculty Retention

- Continue community-building efforts by providing support for members of affinity groups to convene, socialize, and support each other through professional mentoring.
- Provide pathways and mentoring for members of all faculty (most notably, faculty of color) for professional advancement.
- The Office of the Provost will work in collaboration with the Office of Diversity, Equity, and Community Engagement to increase support and participation for the DEIJB Faculty Fellows Program and promote engagement in DEIJB research.
- Continue to improve on DEIJB education in all new faculty onboarding and orientation programs in order to promote inclusive practices in the workplace.

4. INCLUSIVE PEDAGOGY AND CURRICULUM

Priority 4. Create a teaching culture that allows all instructors opportunities to incorporate and promote inclusive pedagogies and curricula, and fosters an enhanced sense of belonging within their classrooms. The Center for Teaching Excellence and Innovation's definition of inclusive pedagogy is: (1) designing learning environments/curricula and equitable instruction that support all students of all identities and (2) creating a welcoming community that cultivates belonging.

(Owners: Office of the Provost, Center for Teaching Excellence and Innovation, Faculty Senate)

ACTIONS:

- Advance/promote a teaching culture that attends to diversity in all its forms and fosters positive learning climates for students and instructors of all backgrounds and social identities.
- Ensure a curriculum that fosters intercultural competence and innovative thinkers by embracing multiple perspectives.
- Empower and inspire faculty to cultivate intercultural competencies through targeted professional development.
- Support all faculty in using inclusive and anti-racist teaching strategies to enhance classroom climate. Offer faculty professional development opportunities and other resources focused on inclusive and anti-racist teaching practices. Survey faculty after workshops and presentations to understand how faculty can or will apply ideas rooted in inclusive pedagogy and determine what supports are needed to facilitate this effort.
- Complete the inventory of course and program offerings with an understanding of the key role a diverse curriculum has in preparing UHart undergraduates and graduates for success.
- Create a faculty database that includes names, departments, and areas of interest in implementing shared ideas and practices in the classroom. Facilitate the organization of faculty working groups that will explore methods of creating inclusive classrooms. Provide opportunities for faculty to share effective practices with each other.
- Create a short DEIJB student survey to ascertain students' sense of belonging in classrooms, assess the welcoming environment of the classrooms, and evaluate the learner-centered, collaborative approach of active learning and inclusive pedagogies in classrooms.
- Establish a DEIJB Grant to support faculty projects such as: collaborative learning, with a focus on creating inclusive learning environments and equitable instruction to support all students in a group setting; the creation of a welcoming classroom community that cultivates belonging and focuses on student identities,

student needs, respect, compassion, and empathy; a critical analysis of a course through an anti-bias, anti-racist lens to lead to the implementation of culturally sustaining practices in the classroom. Grant recipients will share their findings with the faculty at large.

- Examine and revise curricula to be inclusive of cross-cultural, BIPOC, and LGBTQ authors and thinkers, and non-Western ways of knowing.
- Hold the Humanities Center Ethnic Studies Lecture Series featuring our faculty as speakers and explore the possibility of an Ethnic Studies major in Arts & Sciences that will be taught by current and future faculty.

5. COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Priority 5. UHart is committed to social justice and, as such, has a responsibility to model excellence by supporting our neighboring communities through engagement, partnerships, and collaborations.

(Owners: Office of the President, Office of the Provost, Office of Diversity, Equity, and Community Engagement, Division of Student Success)

ACTIONS:

- Develop internal office infrastructure to support a more effective approach to community engagement.
- Engage in collaboration and partnerships with community constituents (e.g., schools, hospitals, and community organizations) to develop mutually beneficial initiatives regarding community development and civic engagement.
- Work in collaboration with the Office of Diversity, Equity, and Community Engagement and Career Studio to strengthen the UHart President's Community Advisory Council on DEIJB by identifying and collaborating with key community leaders who are able to generate ideas for improved mentorship, internships, and career development opportunities for our students.
- Strive to increase the percentage of minority and women-owned businesses, which contract with the University. Promote inclusive relationships in the procurement of goods and services to provide equitable opportunities for minority and women-owned businesses.
- Develop a supplier diversity database and disseminate it to all offices that contract with businesses outside of the University.

6. ACCOUNTABILITY AND COMMUNICATION

Priority 6. UHart recognizes that its journey toward excellence in DEIJB requires accountability, transparency, and consistent sharing of the University's initiatives, innovations, and progress. Highlighting and celebrating accomplishments while addressing challenges is necessary. To this end, data must be continually collected and analyzed in order to evaluate progress toward benchmarks. Information will highlight UHart's progress and help identify areas of strength and opportunities to improve campus culture and climate.

(Owners: Office of Diversity, Equity, and Community Engagement, Office of the President, Office of the Provost, Office of Institutional Effectiveness, Marketing and Communication, President's Steering Committee on Diversity, Equity, and Inclusion, all University Cabinet leaders, Divisions and Units, Division of Student Success)

ACTIONS:

- The Office of Diversity, Equity, and Community Engagement and the Office of Institutional Effectiveness will develop metrics to assess progress towards the Strategic Action Plan Goal 3 and success of the DEIJB plan.
- Provide transparency, consistency, and accountability in decision-making through informative and regular communication with the UHart community. Provide regular progress reports to the University Board, Cabinet, and community.
- Communicate the University of Hartford's accomplishments, programming, and initiatives to the community as the University advances excellence in DEIJB.
- The owners listed under each priority will report twice a year on their progress and ideas to the President's Steering Committee on Diversity, Equity, and Inclusion and to University leadership.
- Expand on the development of UHart DEIJB dashboards for students, faculty, and staff. Work collaboratively with the Office of Marketing and Communication to annually publish progress reports on the Office of Diversity, Equity, and Community Engagement website.
- Continue to enhance print, web, and social media materials highlighting initiatives to advance excellence in DEIJB.
- Promote collection, analysis, and sharing of data related to diversity, equity, inclusion, social justice, and belonging at the University of Hartford.

7. ASSESSMENT AND MEASUREMENT OF SUCCESS

Priority 7. Specific diversity, equity, and inclusion success metrics indicating both micro- and macro-organizational impact are necessary to measure the effectiveness of this plan. Such metrics will enable the assessment of the outcomes of DEIJB projects. Data must be continually collected and analyzed in order to evaluate progress toward benchmarks. This information will help identify areas of strength and opportunities to improve campus culture and climate.

(Owners: Office of Diversity, Equity, and Community Engagement, Office of the President, Office of the Provost, University Cabinet leaders, Office of Institutional Effectiveness, Marketing and Communication, President's Steering Committee on Diversity, Equity, and Inclusion, Division of Student Success, Human Resources Development, Admission, Graduate and Professional Studies, Development and Alumni Affairs)

ACTIONS:

- The Office of Diversity, Equity, and Community Engagement will partner with the Office of Institutional Effectiveness to conduct regular surveys and focus groups to understand experiences, opinions, ideas, and awareness of DEIJB initiatives.
- Administer the annual DEIJB Pulse Faculty and Staff Survey.
- Administer the National Survey of Student Engagement.
- Monitor recruitment, enrollment, retention, and persistence to graduation.
- Monitor alumni engagement and participation.

SUMMARY

We strive for UHart be known as an institution deeply committed and rooted in inclusive excellence. As such, the goal of the DEIJB action plan is to guide the University of Hartford in becoming a more diverse, equitable, inclusive, and socially just community where members experience a deep sense of belonging.

Our DEIJB priorities and goals are ambitious, yet attainable. Success will require and rely upon shared leadership and significant collaboration across the campus community. Continued progress will require new systems, new programs, and new ideas. Quantitative and qualitative metrics will be used to measure our success.

This DEIJB Action Plan affirms UHart's commitments in the following ways:

- Embed DEIJB throughout all institutional efforts, including UHart's mission, core strategies, and operations. This responsibility is not the purview of one individual, department, or division. Such commitment to equity and inclusion places responsibility for diversity, equity, and inclusiveness on everyone who works, studies, or interacts on campus.
- Make excellence equitable and inclusive by ensuring that all academic, career, and social successes on campus are not limited to any one group. In this plan, UHart will attract, recruit, and retain diverse students, faculty, and staff. Additionally, we will increase students, faculty and staff contextual understanding and awareness of diversity, equity, inclusion, social justice, and belonging among students, faculty, and staff.
- Move from the historical measurement of diversity as a numerical count of diverse students, faculty, and staff to engaging all University community members in attracting, recognizing, and celebrating diverse constituencies throughout the institution. Numbers continue to be important. However, the University will transform itself by creating and fostering a campus climate and culture that allows every member of the campus community the opportunity to thrive and succeed, regardless of identity.

ABBREVIATIONS

AACU	American Association of Colleges and Universities
ACE	American Council of Education
APIDA	Asian Pacific Islander Desi American
BIPOC	Black, Indigenous, People of Color
CTEI	Center for Teaching, Excellence, and Innovation
DEIA	Diversity, Equity, Inclusion, and Access
DEIJ	Diversity, Equity, Inclusion, and Social Justice
DEIJB	Diversity, Equity, Inclusion, Justice, and Belonging
DFW	Grade of D, Grade of F, and Withdrawal
FAFSA	Free Application for Federal Student Aid
FOC	Faculty of Color
FT	Full Time
GPA	Grade Point Average
IE	Inclusive Excellence
KPI	Key Performance Indicator
LEAD	Leadership Education and Development
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer/Questioning, Asexual, and many other terms (such as non-binary and pansexual)
MAPP	Manual of Academic Policies and Procedures
NEBHE	New England Board of Higher Education
OIE	Office of Institutional Effectiveness
OSEI	Office of Student Engagement and Inclusion
PT	Part Time
STEM	Science, Technology, Engineering, and Math
STRIDE	Success Team for Readiness, Improvement, Diversity, and Excellence