

2015-16 INCLUSIVE EXCELLENCE REPORT

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ADVANCING INCLUSIVE EXCELLENCE AT OLD DOMINION



EXECUTIVE SUMMARY

Old Dominion University acknowledges that diversity and inclusion is an indispensable part of the experience for members of our campus community. Over the years, a series of committees and task forces have made recommendations on how to advance diversity and inclusion related issues on our campus. Although the university has a long standing history of diversity related initiatives, prior to 2012 there was no strategic planning for diversity and inclusion that rose to the level of an institutional commitment.

With the reassembly of the President's Task Force on Inclusive Excellence in 2014, Old Dominion clearly signaled that diversity and inclusion is an institutional priority. Throughout the 2015-16 school year, the Task Force worked diligently to develop a strategic and comprehensive university-wide diversity and inclusive excellence plan, also known as the Inclusive Excellence Framework. In the framework's five year strategic plan, 2015-2019, Old Dominion formally affirms its commitment to growing and sustaining diverse and inclusive living, learning and working environments. Thanks to the leadership of The Office of Institutional Equity & Diversity and support of the Task Force, implementation of elements of the framework have been hugely successful in its first year.

By *Advancing Inclusive Excellence*, we seek to fortify our position as a forward-focused metropolitan university and engage deeper with the institution's mission statement to serve our students, enrich the

Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

The Task Force has worked with key university leaders, faculty, staff and students to bolster our position as a leading academic institution by generating consistent campus-wide messaging, promoting the recruitment, retention and success of underrepresented faculty, facilitating educational awareness opportunities in partnership with the Center for Learning and Teaching and Faculty Diversity Leaders, expanding and promoting inclusive hiring practices and training modules. To further advance *Inclusive Excellence* during the 2015-16 school year, we provided financial support to broad initiatives that support the Inclusive Excellence Framework. Our support for these initiatives remain an important component of a long term strategy to foster diverse and inclusive living, learning and working environments.

Although the university has made meaningful progress in these areas, building a culture whereby support for diversity and inclusion permeates all levels (e.g., college, unit, department), is an ongoing, informative and collaborative process. While we understand that much of this work is dependent on changing institutional culture and student demographics, progress made during the 2015-16 academic school year towards achieving the

Inclusive Excellence. The active, intentional, and ongoing engagement with diversity- in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect - in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Association of American College & Universities

strategic objectives is the subject of this report. We have attempted to capture a snapshot of the hard work, commitment and leadership of the Old Dominion community in achieving our vision. I am proud of the progress being made towards *Advancing Inclusive Excellence* that reflect and celebrate the richness of diversity and inclusion and the limitless opportunities that lie ahead.

The Inclusive Excellence model, adopted by the Task Force in 2012, presents with four dimensions (i.e., access and equity, diversity in the curriculum, learning & development, campus climate) and should be viewed as a matrix of integrated initiatives designed to facilitate institutional excellence (see model below).



Source: Williams, 2005

ACCESS AND EQUITY

Diversity is variety in group presence and interactions. It is relating to those qualities and conditions that are different from our own and outside of the groups to which we belong, yet are present in other individuals and groups. These include, but are not limited to age, ethnicity, class, gender, abilities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status and work experiences.”

Adopted by Task Force, 2012



THE INSTITUTE ON TEACHING AND MENTORING (ARLINGTON, VA)

Since the first conference in 1993, The Compact for Faculty Diversity sponsors the Institute on Teaching and Mentoring, a four-day conference which is the largest gathering of minority doctoral scholars in the country. Now in its 23rd year, The Institute, as it is commonly referred to, gives the issue of faculty diversity a national focus

and provides minority scholars with the strategies necessary to survive the rigors of graduate school, earn the doctoral degree and succeed as a member of the professoriate. This year (October 29 - November 1, 2015), recruiters from ODU's Office of Institutional Equity & Diversity, Darden College of Education and the College of Sciences attended The Institute.

RECRUITERS

Jonna Bobzien

Assistant Professor
Darden College of Education

Melva Grant

Associate Professor
Darden College of Education

Alvin Holder

Associate Professor
College of Sciences

Kaprea Hoque

Assistant Professor
Darden College of Education

Edward Neukrug

Professor
Darden College of Education

Stephanie Sanders

Director for Diversity Initiatives
Institutional Equity & Diversity

Following The Institute, The Office of Institutional Equity & Diversity forwarded collected resumes and curriculum vitae to academic Deans, who were strongly encouraged to forward them to appropriate Department Chairs and/or hiring managers. In an effort to sustain post-Institute efforts, The Office of Institutional Equity & Diversity access The Institute's database of conference attendees and send out

monthly e-mails that provide a link to Old Dominion's Human Resources web page, which highlight current job openings. As a result of these efforts, four (n=4) Southern Regional Educational Board (SREB) Fellows either visited, studied or worked on our campus during the 2015-16 school year.

Janice Underwood, Ph.D., Lecturer of STEM Education and Professional Studies, Darden College of Education; received a Ph.D. in Curriculum and Instruction in 2015 from ODU.

Janeen Perry-Campbell, ODU's 2015-2016 SREB Doctoral Scholar; current doctoral student in Curriculum and Instruction, Darden College of Education.



Anberitha Matthews, MSc, PhD, submitted application material for a postdoc position during spring semester with Loree C. Heller, PhD, Frank Reidy Research Center for Bioelectronics Medical Diagnostic and Translational Sciences, College of Health Sciences. Dr. Matthews is a graduate from Mississippi State University.

Everett Smith completed an on-campus interview for an assistant professor of Higher Education/Community College Leadership position in the Darden College of Education in February, 2016. He learned of the open position at The Institute.

In an effort to strengthen the educational pipeline for underrepresented faculty, campus leaders continue to inquire about and advocated for an SREB institutional membership, which Old Dominion once had.

DIVERSITY IN THE CURRICULUM

The Faculty Summer Institute on Teaching and Learning (May, 2016). Presented by The Center for Learning and Teaching, the theme of the 2016 Faculty Summer Institute was *Faces of Diversity across our Global Campus*. The Institute was designed to bring scholars, across disciplines, together to explore diversity in the light of an increasingly complex and pluralistic global society. Members of the university community were invited to engage the audience via workshops, paper and poster presentations and panel discussions. Select members of The Task Force participated in a panel discussion that highlighted a step-by-step picture of

the strategic diversity planning process from the formation of the Task Force to the gathering of data from different constituent groups (i.e., *Advancing Inclusive Excellence: Institutional Diversity Planning Efforts*). A discussion of the planning process clearly set forth the institutions aspirations and determination to advance diversity as well as provided a comprehensive and integrated road map for achieving Inclusive Excellence. Panelist included:

Linda Miller-Dunleavy, Senior Lecturer, Darden College of Education

Christopher Osgood, Associate Professor, College of Sciences

Randale Richmond, Senior Associate Director, Intercollegiate Athletics

Stephanie Sanders, Director, Diversity Initiatives, Institutional Equity & Diversity

Johnny Young, Associate Vice President, Student Engagement & Enrollment Services

LEARNING AND DEVELOPMENT

One technique used to institutionalize diversity and inclusion initiatives is the strategic planning process, carried out at the highest level of the institution. Although no panacea, strategic planning efforts provide a road map for the institution to follow, which include but is not limited to defining and operationalizing diversity and inclusion at the local level of schools, colleges, units and departments.

To begin the strategic planning process, plan authors discussed challenges and opportunities associated with the strategic implementation of a framework that would result in measurable results across the institution. During the summer of 2015 plan authors met bi-weekly to identify framework content to be delivered to the campus community starting August, 2016. The identified content included a preamble, history of diversity and inclusion at Old Dominion, the case for diversity (i.e., educational, leadership, social justice), recommended goals, objective, action items suggested by members of the Task Force, glossary of terms and reference/bibliography.



Inclusive Excellence Framework - Plan Authors

Chandra de Silva, Interim Provost & Vice President for Academic Affairs

Debra Major, Eminent Scholar and Professor of Psychology
College of Science, Provost Fellow for Diversity

Christopher Osgood, Associate Professor
Department of Biological Sciences, College of Sciences

Stephanie Sanders, Director for Diversity Initiatives
Institutional Equity & Diversity

Johnny Young, Associate Vice President for SEES
Student Engagement & Enrollment Services



Communication, Rollout and Plan Feedback

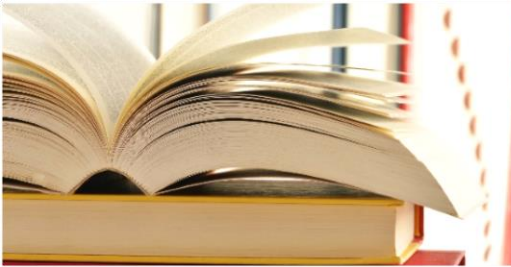
ADVANCING INCLUSIVE EXCELLENCE



Faculty and Staff Diversity



Student Diversity



Diversity in the Curriculum



Diversity through Engagement

Communicating the Inclusive Excellence Framework to the campus community and obtaining feedback was considered a crucial first step for successful implementation. Since the workplace is ever changing, the Task Force approached the plan rollout with a well-conceived communication plan that invited everyone onboard to the extent possible that maximized plan feedback. To promote transparency, ownership and buy-in, a draft [first iteration] of the Inclusive Excellence framework was presented to the campus community, including students, faculty and staff via open fora:

- Thursday, April 16th, 2015
Student Diversity Open Forum
- Friday, April 24th, 2015
Faculty and Staff Open Forum
- Tuesday, June 23rd, 2015
Faculty and Staff Open Forum

The Inclusive Excellence Framework was subsequently reviewed by the president, senior leadership and members of the provost's council. Additional feedback was obtained via on-line surveys to department chairs and faculty diversity leaders. To further promote transparency and plan rollout, presentations were made to individual units and the Faculty Senate Executive Committee. Finally, two campus wide announcements were shared with all members of our university community that provided Task Force updates, member representation and next steps.

- Thursday, August 13th, 2015
President's Administrative Retreat
- Tuesday, January 12th, 2016
Auxiliary Services
- Fall, Spring 2015-16
Campus-wide update

While some elements of the Inclusive Excellence Framework are currently being supported and implemented through Inclusive Excellence Funds, the objective and goals germane to curricular/co-curricular diversity continue to undergo the formal vetting process with the Faculty Senate Executive Committee and consultation from Professor Emerita, Maurianne Adams Ph.D., from the University of Massachusetts, Amherst. The following meetings have occurred:

- Tuesday, January 5th, 2016
Faculty Senate Executive Committee
- April 4th, 2016
Maurianne Adams, University of Massachusetts - Amherst
- Thursday, April 28th, 2016
Maurianne Adams, University of Massachusetts - Amherst
- May 2nd, 2016
Maurianne Adams, University of Massachusetts - Amherst

CAMPUS CLIMATE

Communication and Messaging

The Office of Institutional Equity & Diversity developed and distributed consistent messaging to university leaders that highlighted the Inclusive Excellence Framework and the value added of diversity and inclusion at Old Dominion. The aim of the development and distribution of messaging was to ensure consistency and to facilitate increased awareness and integration of the Inclusive Excellence Framework across multiple communication vehicles. At the start of the 2015-16 academic school year, the messaging was repeated in President Broderick's State of the University address. Messaging statements were also provided to each academic dean, who articulated these statements during their State of the College Addresses at the start of fall semester.



Resource Allocation

Given current challenges facing higher education, it is imperative that we remain vigilant of the financial resources needed to advance the Inclusive Excellence Framework, which include both managing the budget well each year and reaching out to university leaders to advocate for future resources necessary to sustain these efforts. During the 2015-16 school year, the Task Force secured [inaugural] one-time monies and established the Inclusive Excellence Funds account. Programmatic offerings and initiatives that encouraged appreciation, respect and understanding among individuals and groups regardless of gender identity, ethnic group identification, age, national boundaries, racial identification, religion, sexual orientation, cultural background, disability, etc., were encouraged to apply. Through the formal submission process, Inclusive Excellence Funds were awarded and distributed to individuals, co-sponsors and organizations who's initiatives aligned with and advanced goals and objectives outlined in the [draft] Inclusive Excellence Framework. Distribution of Inclusive Excellence Funds were intended to expand existing initiatives and create new opportunities for interaction and innovation that covered a broad cross-section of the university community on issues related to diversity, inclusion, cross cultural learning and climate enhancement activities. Thirty days following the conclusion of the initiative, recipients submitted brief reports outlining the impact and outcomes The Office of Institutional Equity & Diversity.



Inclusive Excellence Fund Distribution

The following initiatives were supported with Inclusive Excellence Funds during the 2015-16 school year:

Black Currency Day, Co-sponsored by Jennifer Kidd and The Darden College of Education, Department of Teaching and Learning. This initiative advanced goals outlined in the Inclusive Excellence Framework related to student diversity, curricular/co-curricular diversity and diversity through engagement. Held April 5th, from 12:00-2:00pm, Black Currency Day highlighted persistent racial disparities and meaningful contributions from living and deceased African Americans to minimize structural barriers and advance racial equality. The Department of Teaching and Learning, under the leadership and direction of Dr. Jennifer Kidd, paired ninety 5th graders from Jacox Elementary School with 70 ODU student mentors from across the campus to help facilitate this event. This year's theme was, "We have a dream!"

Faculty Summer Institute on Teaching and Learning, Co-sponsored by The Center for Learning and Teaching and Institutional Equity & Diversity. This initiative advanced several goals outlined in the Inclusive Excellence Framework (i.e., faculty diversity, diversity through engagement, curricular/co-curricular diversity). The theme for this year's Institute, held May 17-18, was *Faces of Diversity across our Global Campus*. Over the course of two-days content sought to explore the concept of diversity in academia, from a broad perspective. Funds supported the keynote speaker, Dr. Freeman Hrabowski,

President of the University of Maryland, Baltimore County (UMBC), who spoke on Institutional Culture Change: Academic Innovation and Inclusive Excellence. At UMBC, Dr. Hrabowski leads a campus widely recognized for its culture of embracing academic innovation and inclusive excellence. This culture has produced a number of distinctive initiatives to support and enhance teaching and learning - from infusing entrepreneurship and civic engagement into the curriculum to establishing an academic innovation fund to support faculty as they redesign courses and develop new approaches to help students succeed. Dr. Hrabowski discussed some of these innovative initiatives, focusing special attention on building a diverse culture of innovation and excellence in STEM (Science, technology, engineering and mathematics) fields, and the critically important process of institutional culture change.

Green Dot Initiative, Co-sponsored by Wendi White and Student Engagement and Enrollment Services (SEES) Dean of Student's Office. This initiative advanced diversity through engagement and curricular/co-curricular diversity outlined in the Inclusive Excellence Framework. The Green Dot Strategy, in collaboration with SEES, provided a four-day training for 30 ODU staffers, that position certified instructors to launch a campus-wide campaign to reduce sexual assault, dating violence and stalking. Moreover, the training worked to establish two cultural norms on campus: 1) power-based



interpersonal violence will not be tolerated and 2) everyone, including all Monarchs, have a role to play, large or small, in maintaining a safe campus.

National Center for Faculty Development and Diversity, Institutional Membership (NCFDD), Co-sponsored by Provost Fellow for Diversity and Faculty Diversity Leaders. This initiative advances faculty and staff diversity, outlined in the Inclusive Excellence Framework. Specifically, it will support the retention and success and faculty.

Beginning August 1st, Old Dominion will begin its year-long membership to NCFDD, which allows an unlimited number of graduate students, post-docs and faculty members access to full member benefits, which include:

Weekly [Monday Motivator](#)

Monthly [Core Curriculum Webinars](#)

Monthly [Guest Expert Webinars](#)

Access to our [Multi-Week Courses](#)

Video recordings of all webinars, available to members at their convenience

Private [Discussion Forum](#) for peer-mentoring & problem-solving

Monthly accountability buddy match

Moderated monthly writing challenges

Access to the [Career Center](#) where members can post and search job listings

Access to the member library, which includes past webinar materials, referrals and readings

Discount when participating in the [Faculty Success Program](#)

National Student Leadership Diversity Convention (NSLDC), Co-sponsored by IODU Student Inclusive Excellence Advisory Board and Johnny Young. This initiative advanced goals related to student diversity, outlined in the Inclusive Excellence Framework. Held in Atlanta, Georgia, April 22-23, 2016, this convention hosts the largest national gathering of student leaders and advisors convening to address the most critical topics of diversity and social justice challenging college campuses today. Through experiential workshops, keynote sessions and round table discussions, students explored various elements of diversity and how it impacts themselves as well as the Old Dominion campus.

The following students and advisor attended NSLDC: Kweku Asafu-Adjaye, Samantha Conyers, Rachael Edmonds, Bret Folger, Kenneth Heard, Christopher Lansford, Christopher Ndiritu, Muhammad Rahman and Johnny Young.

Recognizing and appreciating all diverse individuals, the IODU Student Inclusive Excellence Student Advisory Board maintains a

commitment to social justice and awareness. The Board serves as a liaison between multiple on-campus organizations who are dedicated to the interests of diverse individuals and campus leadership and increase the awareness of differences within our campus community. The group's purpose is to advance student-led initiatives where all members of the community value diversity and inclusion and are able to thrive personally and professionally.

Professional Development Award, Co-sponsored by The Coalition of Black Faculty & Administrators (CBFA) Professional Development and The Women's Caucus. In alignment with the Inclusive Excellence Framework, this professional development initiative advanced the retention and promotion of underrepresented staff within the university community. Namely, it sought to support the professional development of staff to gain and retain knowledge and skills that help them achieve greater success in their current position and/or plan for career advancement. The following persons were recipients of the CBFA Professional Development Awards:

Thasheeno Cutno
Training Consultant
Human Resources

Kaprea Hoquee
Assistant Professor of Counseling
Darden College of Education

Karen Jennings
Training Consultant
Human Resources

Tammie Smith
Administrative Assistant
Program Specialist III
College of Health Sciences

Betsy Thomas
Business Manager
College of Health Sciences

Maurice Williams
Academic Coordinator/Counselor,
Upward Bound Program

The Institute on Teaching and Mentoring, Conference attendance sponsored by The Office of Institutional Equity & Diversity. This initiative advanced faculty diversity, outlined in the Inclusive Excellence Framework. It was held October 29 - November 1, 2015 in Arlington, VA. See pg. 3 for additional details.

Veterans Day Luncheon, Co-sponsored by the Veteran Student Association and Pi Kappa Alpha. This initiative advanced diversity through engagement, outlined in the Inclusive Excellence Framework. The Veteran's Day luncheon took place November 9th, 2016, at 12:00pm in the Hampton/Newport News Room (Webb Center). The event brought together approximately 60 participants from the local veteran and ODU campus community (i.e., American Legion, U.S. Patriot Sailing). The program focus on the role of women in the military and ODU's role in fostering a veteran friendly environment by complying with federal government and state agencies driving oversight, transparency and support for veterans and service members.

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