

RADFORD UNIVERSITY

Artis College of Science and Technology

Diversity, Equity and Inclusive Excellence Statement

The faculty, staff and administrators of the Artis College of Science and Technology are dedicated to facilitating the academic success of all students and to establishing a culture that values all individuals, embraces diversity, ensures equity and enhances inclusive excellence. Our vision aligns with President Hemphill's statement to the campus community on June 2, 2020 as we recommit ourselves, our actions and our thoughts to love, hope, acceptance and understanding.

<https://www.radford.edu/content/president/home/president-speeches/keep-moving-forward.html>

On June 7, 2017 Radford University was awarded a Howard Hughes Medical Institute Inclusive Excellence grant for our REALizing Inclusive Science Excellence (REALISE) program. The goals of REALISE include developing a culture of inclusive excellence at Radford University. We consider inclusive excellence an aspiration that integrates equitable access and experiences for all students with rigorous student achievement. Retention and graduation are minimum standards of student achievement along with students leaving Radford as confident professional scientists ready to step into any STEM challenge. <https://www.radford.edu/content/csat/home/realise.html>

We are committed to facilitating the academic success of all students through these actions.

- Acquire awareness, knowledge and skills in cultural competency
- Develop engaging curriculum that demonstrates best practices of inclusive pedagogy
- Create a welcoming, student-ready culture where faculty believe that all students can succeed
- Promote sense of belonging, science identity and institutional commitment among our students
- Identify and remove institutional barriers to students' academic success
- Promote institutional change by sharing our inclusive excellence practices across campus
- Commit to increasing the diversity and retention of the faculty and staff in the college
- Interrogate practices, policies and procedures with an equity-minded lens

We are dedicated to seeking demonstrable, objective truth in the natural world, to applying the knowledge created from the sciences, technology and mathematics to solving problems and improving society and to modeling professionalism for our students as natural and computational scientists. We encourage a culture of respect among students, faculty and staff where all students, faculty and staff feel valued and supported. We are committed to embracing diversity, promoting mutual respect, ensuring equality and fairness and enhancing equity and inclusion among all of our students, faculty, staff and administrators. We are passionate about creating safe and welcoming environments for all of our students, faculty and staff to learn and grow personally and academically as they develop the confidence to seek challenges and opportunities throughout their lives and to contribute to society as engaged and informed citizens.

Actions to Support Diversity, Equity and Inclusive Excellence for All Students

- Acquire awareness, knowledge and skills in cultural competency
Faculty in the ACSAT have committed to a three-year program of cultural competency training to explore their own biases, recognize microaggressions and develop skills to stop discrimination.
https://www.radford.edu/content/academic-programs/home/resources.html?cq_ck=1573655703611
- Develop engaging curriculum that demonstrates best practices of inclusive pedagogy
The Biology, Chemistry and Physics Departments are revising their introductory laboratory courses to implement more inclusive practices, and all Artis College departments incorporate team work and project-based learning into their teaching. CSAT 121 and CSAT 122 have been developed as Scientific Problem Solving I and II for new students to build their confidence and enhance equity in their quantitative reasoning skills.
- Create a welcoming, student-ready culture where faculty believe that all students can succeed
Faculty partner with REALISE students to meet and to mentor new students informally as well as to build sense of belonging, science identity and a culture of inclusivity through events such as Faculty-Student Mixers, Tie-Dye events and Fresh Fruit Fridays.
<https://www.radford.edu/content/csat/home/realise-students.html>
- Promote sense of belonging, science identity and institutional commitment among our students
BIOL 160, UNIV 100 for Chemistry majors and PHYS 201 are designed for first year students to develop sense of belonging, science identity and academic support communities.
Artis Mentor Collective commences in fall 2020 to engage students in peer-to-peer mentoring.
- Identify and remove institutional barriers to students' academic success
The Academic Policies and Procedures Committee revised the academic suspension policy and the academic renewal policy for readmitted students who did not achieve academic success initially.
An Artis College Student Emergency Fund exists to assist majors in the Artis College with short-term financial obstacles.
- Promote institutional change by sharing our inclusive excellence practices across campus
Faculty members from the College of Humanities and Behavioral Sciences as well as the College of Education and Human Development have conducted workshops in team building and microaggressions for Faculty Learning Community cohorts in REALISE.
The REALISE Leadership Team was invited to present information at the Institutional Effectiveness Day program on August 19, 2019 and partners with numerous offices on campus.
<https://www.radford.edu/content/dam/departments/administrative/academic-programs/APPROVED-DEI-Statement-for-Academic-Programs-6-29-2020.pdf>
<https://www.radford.edu/content/diversity/home.html>
- Commit to increasing the diversity and retention of the faculty and staff in the college
Focused recruitment was used to advertise an open position to minoritized faculty candidates.
A diversity statement is required in applications for faculty positions.
- Interrogate practices, policies and procedures with an equity-minded lens
Resources are utilized for examining unconscious bias and conducting inclusive searches.
Online: http://www.awis.org/?Implicit_bias, <https://implicit.harvard.edu/implicit/takeatest.html>
http://maa.org/sites/default/files/pdf/ABOUTMAA/avoiding_implicit_bias.pdf
Print: Sotello, C. & V. Turner. 2002. *Diversifying the Faculty: A Guidebook for Search Committees*. Washington, D.C. Association of American Colleges & Universities.
Departmental data such as course DFW rate, retention rate, persistence rate and graduation rate for minoritized, first generation and Pell eligible students are examined to identify opportunities for utilizing inclusive pedagogical practices and for enhancing a culture of inclusive excellence.