

Letter of Intent
Undergraduate Certificate in Diversity, Inclusion, Community Engagement, and Equity (DICEE)
College of Education and Human Development

Program Name: Undergraduate Certificate in Diversity, Inclusion, Community Engagement, and Equity (DICEE) in the Workplace

Degree Designation: Undergraduate certificate

Contact Person: Randy Whetstone, Jr., EdD

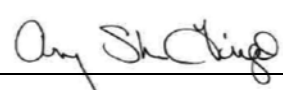
Department: Department of Educational Leadership, Evaluation and Organizational Development

School/College: College of Education and Human Development

Implementation date (Date program is projected to begin): Fall 2023

Accreditation or licensure requirements (if applicable): N/A

Dean's Confirmation and Signature. The LOI must include a statement to confirm the unit dean's approval of the letter of intent proposal and the related financial commitments.

Dean's Signature: _____  _____ **Date:** 6/17/2022

Lead Fiscal Officer Signature: Barbara K. Bishop, Director of Finance **Date:** 6/13/2022

I. Program Abstract (250 words or less).

The purpose of this letter of intent (LOI) is to propose a new 12-credit **Undergraduate Certificate in Diversity, Inclusion, Community Engagement, and Equity (DICEE) in the Workplace**.

The purpose of the DICEE in the Workplace certificate program is to prepare leaders working in a multitude of fields (e.g., military, corporate, non-profit, healthcare, government, private sector, etc.) to implement best practices and strategies around diverse hiring, inclusive workplace environments, effectively engaging with marginalized communities through meaningful organizational partnerships, and equitable treatment among all employees in the workplace. The audience for this certificate are individuals working in leadership roles, especially those with some college but have not earned a college degree, who seek specialization in DICEE.

The certificate would fill a needed gap of professionals who desire creating and sustaining a workplace environment that reflects the changing societal demographics and who want to implement DICEE in the workplace. With ever-growing workplace changes (e.g., policies, hiring), the workplace is challenged to address matters of injustice, fairness, equality & equity, prejudice, discrimination, and cultural acceptance. The proposed certificate will allow students to study and explore the existing problems associated with the aforementioned areas. Students will explore policy, complete organizational analysis, and engage with marginalized communities through assignments to form a solid knowledge base towards practical application.

Additional workplace challenges that will be addressed in the certificate include the following:

- Ensuring all voices are heard and valued
- Recognizing the role of diverse workers in the workplace
- Engaging and promoting the well-being and fairness of marginalized communities
- Exercising equity in the workplace and beyond

II. Educational Program Objectives –

The DICEE certificate will prepare leaders and help them achieve the following objectives:

- Review, analyze, and ascertain overall course frameworks of – Race, Ethnicity, Culture, World View, Diversity, Multiculturalism, and Globalization
- Identify historical and current structures of power, privilege, and inequality that are rooted in antiracism
- Explain how antiracism acts individually, interpersonally, institutionally, and structurally
- Plan outreach strategies to maximize diverse contributions to the community and to use metrics to ensure community needs are being met by organizational partners
- Demonstrate activities to embrace global differences and inclusive approaches to better engage minority communities

Admission requirements:

- Admitted to a University of Louisville program including: undergraduate, continuing studies, or non-degree status

Graduation requirements (provide specifics):

Graduation requirements will include the completion of 12 credits of coursework. Students are required to

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earn a C- or better in their DICEE classes with a cumulative GPA of 2.25 or higher in the certificate classes.

The subsequent table identifies the four 3-credit unit courses that comprise the DICEE certificate program.

Curriculum:

Area A: Diversity (3 credit hours)
LEAD 314: Diversity in the Workplace
Area B: Inclusion (3 credit hours)
LEAD 324: Antiracism: A Fundamental to a New System OR
PAS 364: Racism and Sexism OR
PAS 205: Race, Color, and Consciousness
Area C: Community Engagement (3 credit hours)
LEAD 424: Organizational Partnership and Community Engagement
Area D: Equity (3 credit hours)
LEAD 460: Adult Learning and Diversity OR
PAS 227: Survey of American Diversity OR
SOC 323: Diversity and Inequality

III. Linkage with the Mission and Strategic Plan. Describe how the proposed program supports the university and College of Education and Human Development (CEHD) mission/strategic plans.

UofL Priority: **Educational Excellence**

CEHD Mission: **Prepare students to be exemplary professional practitioners and scholars**

The University of Louisville and CEHD value educational excellence and achievement. The certificate program supports student success, retention, and progress given research showing the importance of upskilling students and earning stackable certificates for students' ability to obtain high quality jobs and enter pathways for further education (Lumina, 2017). Students will go through a rigorous training process to expand their critical thinking skills about DICEE subjects. Students will gain an academic credential to enhance their body of work and allow them to be more informed practitioners in the workplace. Educational excellence will be embraced by students to implement their knowledge and insight. Hence, this certificate program will be used to transform communities and the workplace alike, in alignment with both the UofL priorities and the CEHD mission.

UofL Priority: **Diversity, Equity, and Social Justice**

CEHD Mission: **Prepare students to collaborate with others to solve critical human problems in a diverse global community**

The program is designed for leaders who have a heart and passion for DICEE in the workplace and community. There is a strong call for DICEE evaluation and assessment in the workplace, and to know best practices to transform communities for the better (Muldoon, 2022). Students will perform an organizational analysis to assess that organization's diversity work over the years. Additionally, the University of Louisville is an institution that values inclusion and equity. This certificate will continue this mission, and the mission of CEHD, by informing student leaders from across the globe about the importance and

relevancy of DICEE work.

IV. Diversity and Inclusion. How will the proposed program promote accessibility and equity for strategic populations (underrepresented minorities, underfinanced students)? Consider the intersectionality of strategic populations when addressing the inclusivity, diversity, and equity of the new program.

The program will highlight underrepresented minorities and underfinanced students through collecting data and knowledge about such groups/communities. Marginalized communities are communities confined to inferior levels of economic, political, cultural, and societal status and denied access to the mainstream level of each area mentioned. Students in the program will work alongside marginalized communities to hear their stories, address needs, and identify resources for improvement. In the Organizational Partnership and Community Engagement course, students will complete a Community Exploration assignment and choose a community of their choice with a clear understanding of what makes that community marginalized. If a student is unable to find a community, they will be assigned to one by the course instructor. Students will observe, collect data, and potentially interview individuals in the community. Students will be challenged to consider possible partnership and resources needed to assist and elevate the community. Each focus area of DICEE will give student leaders the opportunity to dive deep as it pertains to this work.

Community engagement in the DICEE context includes discovering innovative ideas and resources within the organization to meet the needs of marginalized communities externally. This form of community engagement includes workplace partnerships with other local, state, or national organizations and then learning about surrounding communities who have unmet needs. For example, if a small business owner is in a heavily populated LGBTQ community and this community has faced injustice and discrimination, the small business can partner with other small businesses in the area to provide support. In addition, the small business can “engage” the LGBTQ community through community events, products/services, and tangible support to show evidence of allyship.

V. Student Demand. Specify evidence of student demand and projected enrollments for the first five years of the program.

There is a growing need for diversity certificates. Since fewer students are going the traditional college route to earn their degree in four years, the need for certificates and fast-earning credentials are rising (Shea, 2020). Due to the recent social unrest and the nation’s historical issues surrounding diversity, equity, inclusion, and belonging in the workplace, organizations and leaders need and want their DICEE needs addressed but may not know how to navigate the process. Human resource departments need the knowledge and insight to address DICEE scenarios and to make better decisions. Many graduate students may earn a masters or doctoral degree but lack the specialized training to implement the change they desire to see. As a result, the DICEE certificate will meet the student demand of those learners who directly want to tackle and address diversity work in their respective discipline.

This certificate will equip students with the knowledge and skillset to address such challenges. Students will be encouraged to evaluate their employer’s inclusive practices. Students will also learn about the workplace challenges faced by minority groups to gain a better understanding of how minorities can be more empowered and overcome workplace challenges and obstacles. The certificate program will offer students the opportunity to collect qualitative data from marginalized communities. Students will choose communities on their own to learn about their hardships and challenges in efforts to identify workplace resources that can mitigate such problems. Students will also learn about the difference between equality

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and equity. Students will be challenged to explore equitable resources and consider equitable treatment in the workplace and beyond.

As a result of the certificate program, students will be able to:

- Interact with people from various cultures
- Understand and employ strategies for DICEE professional development and training
- Convey respect for different perspectives, cultures, and socio-economic conditions
- Develop interpersonal relationships in an inclusive workplace
- Describe and explain key ideas and concepts concerning the social construction of race and ethnicity
- Identify minority communities and systemic challenges they may face
- Utilize emotional intelligence in daily practice
- Become more marketable for positions such as:
 - Diversity Recruitment
 - Chief Diversity Officer
 - Talent Acquisition Recruiter
 - Diversity & Inclusion Director
 - Manager, Diversity, and Inclusion
 - Human Resources: Director, Specialist

The proposed certificate complements the existing Bachelor of Science in Organizational Leadership and Learning (OLL) as it includes requirements for the BS. It does not propose new courses. A table showing projected enrollment and tuition can be seen below.

	Year 1	Year 2	Year 3	Year 4	Year 5
Full-Time Enrollment	5	10	20	25	30
Part-Time Enrollment	0	0	0	0	0
Projected Tuition Revenue	\$19,860	\$39,720	\$79,440	\$99,300	\$119,160

Tuition revenue was calculated with the assumption that students will complete the program, on average, over the course of two semesters and will take six credits per semester. Tuition calculations account for varied tuition rates for military (\$250/credit hour) and non-military (\$331/credit hour – FY23) students. Since the DICEE certificate is an undergrad certificate the budget model treats both populations the same with respect to tuition revenue allocations. The College of Education and Human Development (CEHD) will receive \$331 per credit hour for all certificate hours taken solely in CEHD.

If a student chooses to take an alternative course (see below) from the Arts and Sciences (A&S) unit to complete the undergraduate certificate, A&S will receive full tuition revenue based for that specific course students take from their unit.

The following courses include:

- PAS 364: Racism and Sexism
- PAS 205: Race, Color, and Consciousness
- PAS 227: Survey of American Diversity
- SOC 323: Diversity and Inequality

VI. Market Demand. Explain why this program is needed. Workforce objectives or employment opportunities should be clearly delineated. Evidence of market demand is essential. Please also

provide source for market demand information. Note if the proposed program replaces another program on campus.

This program will address the need of having a diverse and inclusive workplace environment. Companies must acquire the right talent and diverse talent for their organization. Aside from meeting this metric, companies with higher workforce diversity experience greater innovative strategies and higher financial performance. DEI positions have also grown exponentially in the past years. For example, “between September 2019 and September 2020, Indeed job postings in diversity, inclusion and belonging have risen 56.3%—from 140 jobs per million to 219. More significantly, after the U.S. economy declined in Spring 2020, the DI&B industry recovered quickly, with job postings rising by an astonishing 123% between May and September” (Murray, 2021, para. 2). This program will provide additional training for these positions.

VII. Employer Demand. If the program is designed for students to enter the workforce immediately, please complete the table in Appendix A at the end of this template.

VIII. Academic Demand

1. If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

This program is designed to help students enter the workplace immediately after graduation. The program is also a great option for individuals who are already in the workplace and need additional training. Students will gain skills in recognizing implicit bias, emotional intelligence, interpersonal communication, conflict resolution, and decision making. The graduate programs students may consider will include organizational development and human resources. Students may seek the following jobs:

- Diversity Recruitment
- Chief Diversity Officer
- Talent Acquisition Recruiter
- Diversity & Inclusion Director
- Manager, Diversity, and Inclusion
- Human Resources: Director, Specialist

2. Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will enhance the OLL program and DICEE track. The certificate will give positive exposure to UofL’s OLL program and be a segue to other graduate programs at the University of Louisville. The DICEE certificate will show how UofL’s OLL stands out as a program committed to establishing the adult learner from a holistic view.

3. In the table(s) below, provide information about similar programs based on CIP codes. Institutions may list other programs that are similar but may be classified in a different CIP code. A search for similar programs by CIP can be conducted at <https://dataportal.cpe.ky.gov/KYAcademicProgInventory.aspx>. Please contact the Program Approval and Review Coordinator, [Leslie Harper](#), for assistance in determining a CIP code.

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Copy the table below as needed to address all similar programs.

Note: Although this information is required by CPE for degree programs, certificate programs should also complete this table so that they can better consider how competition will effect enrollment projections.

Similar Program 1:	
Institution:	Western Kentucky University (WKU)
Program Name:	Diversity and Community Studies, Bachelor of Arts
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i></p>	<p>The major in diversity and community studies provides graduates with a critical framework for understanding identity, inequality, and community development, as well as social change through both political structures and social movements. This framework, situated within a social scientific perspective, provides the knowledge and skills necessary for a wide range of vocations in social services, governmental, non-profit, and entrepreneurial sectors. Students majoring in diversity and community studies must complete a minimum of 33 credit hours (18 at the upper level) and must also select a minor, certificate, or second major. The major leads to a Bachelor of Arts degree.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The DICEE program will target students from the undergraduate or non-degree level and focus more so on organizational development and systematic practices. The DICEE program relates to the BA in Diversity and Community Studies in its scope, but varies in comparison by exploring hiring practices in the workplace and philosophical beliefs related to antiracism. Students who obtain the DICEE certificate will be challenged internally to explore any personal biases and to assess their understanding of racism and systemic racism in the United States. Students will examine historical policies related to systemic racism and contrast such ideologies to existing or grassroots organizations that exercise an antiracist agenda.</p> <p>Students at WKU majoring in diversity and community studies must complete a minimum of 33 credit hours (18 at the upper level) and must also select a minor, certificate, or second</p>

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	<p>major. The major leads to a Bachelor of Arts degree.</p> <p>The DICEE certificate will be a certificate with the requirement of completion of 12 credit hours.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>“Our department has decided to suspend our Diversity and Community studies program. We’ve just submitted that paperwork. I think this will mean you no longer need our feedback.</p> <p>Just let me know and if needed I am happy to help,</p> <p>Dr. Donielle M. Lovell (she series) Western Kentucky University Associate Professor Program Coordinator, Diversity and Community Studies” (D. Lovell, personal communication, June 6, 2022).</p>

<u>Similar Program 2:</u>	
Institution:	Kentucky State University
Program Name:	Certificate of Interdisciplinary Cultural Studies
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i></p>	<p>Cultural Diversity Studies reflects the ability to cooperate and communicate thoughtfully, respectfully, and effectively across various cultural contexts. A Certificate in Cultural Competency will demonstrate the student’s ability to interact positively within a diverse community and global society. Completion of the Certificate requires successful completion of 12 credit hours of coursework comprised of EDU 204 (Cultural Responsiveness), SOC 304 (Race and Ethnic Relations), SOC 343 (Cultural Anthropology), and three hours of elective credit from the following courses: IGS</p>

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	305 (The Latina Experience), HIS 411 (African Americans in the Twentieth Century) or REL 201 (Topics in Religion). Students must also complete SOC 203 as part of the Liberal Studies Core Requirements. All courses must be completed with a grade of C or higher. The Sociology Department is the advising unit for this Certificate.
Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i>	The proposed program is completely online, unlike the KSU certificate. The DICEE program will target students from the undergraduate and non-degree level and focus more so on organizational development and systematic practices. The Certificate of Interdisciplinary Cultural Studies takes a deeper dive into cultural competence along with Latina and African American experiences, both past and present. Religion is also covered as a core area. The DICEE certificate program will look at race, ethnicity, religious beliefs, and various cultures from a general view. As students learn about different aspects of diversity, they will then be challenged to consider demographics associated with diversity areas/categories and relevant challenges in the workplace.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	The current OLL (DICEE track) is only for students seeking to obtain a bachelor's degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	N/A

Similar Program 3:	
Institution:	University of Louisville
Program Name:	Public Administration (Master's)
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then</i>	The Public Administration program prepares individuals to serve as managers in the executive arm of local, state, and federal government and focuses on the systematic study of executive organization and

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<p><u>describe potential collaborations with other institutions.</u></p>	<p>management. It includes instruction in the roles, development, and principles of public administration; the management of public policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The proposed program is completely online, unlike the UofL MPA. The DICEE program will target students from the undergraduate level. While the MPA will prepare students for local, state, and federal government, the DICEE certificate will prepare leaders in additional fields such as military, non-profit, healthcare, education, and private sectors on the master’s degree level. Students will be able to apply DICEE concepts across these various disciplines.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>There is the possibility to cross-list a MPA and DICEE course (LEAD 324). No additional faculty will be needed for other department. In terms of cost-sharing revenues and expenses, all revenue will remain with each departmental prefix.</p>

<p><u>Similar Program 4:</u></p>	
<p>Institution:</p>	<p>University of Louisville</p>
<p>Program Name:</p>	<p>M.S. in Human Resources and Organization Development (HROD)</p>
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i></p>	<p>The MS in HROD is a degree focused on strategic and tactical human resources and organization development at the local, national, and global level. Students will focus on the implementation of human resource leadership, organizational development, and workplace learning and performance.</p> <p>The DICEE certificate program will allow</p>

	<p>students to explore effective and ineffective practices from an organizational and personal lens. Students will be challenged to look at difficulties in the workplace and then develop an organizational analysis to ensure to DICEE work is being carried out effectively. A clear understanding of diversity and proper implementation will be established. The HROD degree program focuses more on human resources in the workplace.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The proposed program is completely online, unlike the HROD. The DICEE program will target students from the undergraduate level and focus more so on organizational development and systematic practices. The HROD is designed for master’s students.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>Differences between the two programs, as the courses relate to Diversity and Inclusion, exist within two projected student learning outcomes. First, HROD courses are graduate level, predominantly structured for learner reflection and strategic future program application. The DICEE certificate is focused on undergraduate students and non-degree learners and serves to provide the learner with practically focused learning outcomes for immediate application. In addition, HROD offers only one course dedicated to Diversity, Equity, and Inclusion (DE&I) and embeds the DE&I elements within many courses surrounding Human Resources and Organization Development.</p> <p>HROD serves the graduate level student and the DICEE certificate serves the undergraduate adult learner. Interdisciplinary collaboration would be partially applicable and limited to guest lecturer presentations between the two programs. Books and materials may be shared between the two programs. However, due to the focus variances for the learner, revenues and expense sharing would not be feasible.</p>

Similar Program 5:	
Institution:	University of Louisville
Program Name:	Sociology, General
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i></p>	<p>The Sociology program focuses on the systematic study of human social institutions and social relationships. It includes instruction in social theory, sociological research methods, social organization and structure, social stratification and hierarchies, dynamics of social change, family structures, social deviance and control, and applications to the study of specific social groups, social institutions, and social problems.</p> <p>The DICEE certificate is differs in that it will allow students to explore effective and ineffective practices from an organizational and personal lens. A clear understanding of diversity and workplace challenges for certain categories of diversity will be established. The Sociology degree program focuses more on theory, research methods, hierarchies, etc. There may be similar trends in both studies, but they differ in practical application.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The proposed program is completely online, unlike the UofL Sociology program. The DICEE program will target students from the undergraduate level and focus more so on organizational development and systematic practices. The DICEE program also has a community engagement component wherein students will be able to apply social theory, dynamics of social change, and family structures in a real practical setting.</p> <p>Sociology has a different student population. It has a social movement focus and non-profit focus. Students could become leaders, but courses are not oriented toward that. The student population is not thinking about the workplace in that way. DICEE will have middle and upper management leaders who are present in the workplace. DICEE would not be</p>

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	taking away from Sociology course enrollments.
Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i>	The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	Feedback from UofL Sociology Dept. Chair: “The four courses listed in the curriculum are distinct from the courses offered in sociology. Specifically, the only course we currently offer that has a workplace component is SOC 456: Gender and Work. That course is less focused on the human resources aspect of the workplace (though it does cover gender queues and the like), and is more focused on differences in work experiences by gender.” There could be the possibility of the DICEE core courses to be electives courses for Sociology majors.

Similar Program 6:	
Institution:	University of Louisville
Program Name:	Social Justice and Health Equity (SJHE) minor
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then <u>describe potential collaborations with other institutions.</u></i>	The Social Justice and Health Equity minor can be pursued as a specialization within the BA/BS Public Health majors, or as adjunct to preparation for other health fields such as medicine or nursing, or for a basic or social science, such as biology, social work, or sociology. The goal of the program will be to provide students with a solid foundation for further education or careers that benefit from understanding and application of social justice principles and practice to advance social and health equity. The DICEE certificate differs in that it will allow students to explore effective and ineffective practices from a variety of organizational and personal lens. DICEE

	<p>students will learn about practices that apply to any field or discipline. The DICEE certificate will emphasize interdisciplinary leadership. A clear understanding of diversity and workplace challenges for certain categories of diversity will be established. The Social Justice and Health Equity minor will have a more of a healthcare focus. While this is suitable for DICEE students, students may have more a narrower healthcare that may or may not be conducive to the DICEE focus.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>There is a difference in fit with both undergrad student (both SJHE and DICEE). Most SJHE students are traditional-aged versus adult learners in DICEE.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>Feedback from UofL SJHE Chair:</p> <p>Most SJHE undergrad students are out of high school. If there is the possibility to make a DICEE course a 500-level course, there may be the opportunity to have SJHE graduate students take an undergraduate course. More masters students are learning more in terms of management (i.e. resource, people, and implementation). There may be an interest in having SJHE undergrad students take LEAD 324 (Antiracism) course. There is also the possibility to have LED 314 added as an elective course. LEAD 314 is already a Cardinal Core course also. There could be a strong interest from PhD students in taking LEAD 314 if offered on the graduate level. Health Promotion and Behavioral Sciences is both willing and interested to collaborate with the DICEE cert. program. (Dr. Monica Wendel, Chair)</p>

<u>Similar Program 7:</u>	
Institution:	University of South Florida
Program Name:	Diversity, Equity and Inclusion in the Workplace Certificate
<p>Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i></p>	<p>“Participants will learn how building and growing a workforce that includes differing races, religions, ages, genders and sexual orientations, and persons with disabilities can not only improve broad society issues but can also help companies develop novel business practices, increase revenue, and improve performance. While the certificate is well-suited for human resources professionals and C-suite leaders, organizers designed the program for people across levels and across industries” (Muma College of Business, 2022).</p> <p>The UofL DICEE certificate will build on the basic knowledge of diversity work and explore Fortune 500 companies, small businesses, non-profit orgs., etc. and their diversity efforts. An organizational analysis will be completed to allow students to learn about an organization’s history, accountability, and action goals for the future. The DICEE certificate will also focus on grassroots efforts and how to start a new organization with an antiracism agenda. Students will learn about organizational partnerships and better ways to engage the community. This certificate will stress the importance of organizational resources and how to support and build engagement with marginalized communities.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The proposed program is completely online, similar to the USF program. The DICEE certificate will target students from various levels (undergrad, graduate, and non-degree seeking students). The DICEE certificate will also be marketed to a military population through the use of the Delphi Center and the OLL Marketing and Recruiting team.</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be</p>

<i>students on enrollment waiting list).</i>	a student regardless of degree status.
Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i>	<p>“Dear Dr. Whetstone, I have looked at your proposal and it looks absolutely fantastic. Please feel free to use any of USF DEI certificate lectures as you see fit as a part of your program. You can access the course materials at mooc.academiacentral.com . Good luck with your certificate program.</p> <p>Thanks Cihan” (C. Cobanoglu, personal communication, April 12, 2022).</p>

<u>Similar Program 8:</u>	
Institution:	Cornell University
Program Name:	Diversity and Inclusion Cornell Certificate Program
Comparison of Objectives/Focus/Curriculum to Similar Programs: <i>Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.</i>	<p>“An organization is only as good as its culture—and building that culture is not only a role for HR, it’s every manager’s and employee’s responsibility. As today’s headlines prove, an inclusive work environment is not just a nice-to-have, it can make or break a company. You can help make your organization a more supportive and engaging place to work by understanding the perceptual, institutional, and psychological processes that impact the ways people interact with each other. Starting with a look at employee engagement, then identifying interventions surrounding unconscious bias and specific diversity and inclusion strategies, this program is appropriate for anyone committed to going beyond mere compliance to build a truly aware and inclusive work culture.</p> <p>This program includes a year of free access to Symposiums! These events feature a week of live, highly participatory virtual Zoom sessions with Cornell faculty and experts to explore today’s most pressing diversity and inclusion topics, including equity, unconscious bias, psychological safety, inclusive leadership, and cross-cultural conversations. Symposium events are held several times throughout the year. Once enrolled in your program, you will</p>

	<p>receive information about upcoming events” (Diversity and Inclusion Cornell Certificate Program, 2022, para. 1-2).</p> <p>The UofL DICEE certificate will build on the basic knowledge of diversity work and explore Fortune 500 companies, small businesses, non-profit orgs., etc. and their diversity efforts. An organizational analysis will be completed to allow students to learn about an organization’s history, accountability, and action goals for the future. The DICEE certificate will also focus on grassroots efforts and how to start a new organization with an antiracism agenda. Students will learn about organizational partnerships and better ways to engage the community. This certificate will stress the importance of organizational resources and how to support and build engagement with marginalized communities.</p>
<p>Comparison of Student Populations: <i>Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).</i></p>	<p>The DICEE program is completely online, similar to Cornell’s program. The DICEE program will target students from the undergraduate level at various leadership roles in the organization. The DICEE certificate will also target a very large military population.</p> <p>Cornell’s program duration is two months with courses lasting two weeks. The format is 100% online with a class size under 35. Those encouraged to enroll are team managers and supervisors, executives responsible for strategic culture efforts, and anyone interested in creating an inclusive and supportive climate that promotes equal opportunities and treatment of employees (Diversity and Inclusion Cornell Certificate Program, 2022).</p>
<p>Access to Existing Programs: <i>Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).</i></p>	<p>The current OLL (DICEE track) is only for students seeking to obtain a bachelor’s degree. If not enrolled as a OLL student, students cannot enroll into the DICEE courses. The use of a certificate program will allow anyone to be a student regardless of degree status.</p>
<p>Feedback from Other Institutions: <i>Summarize the feedback from colleagues at institutions with similar programs.</i></p>	<p>N/A</p>

IX. Funding Sources

- 1. Will additional faculty be needed?** If yes, please explain how UofL will pay for the additional cost.

No additional faculty will be needed. Current faculty and part-time lecturers will teach DICEE courses.

- 2. Faculty Workload**

Describe the impact on current faculty workloads. How will the new program be supported based on current faculty effort?

Additional teaching support will be covered through adjunct instructors.

- 3. Budgetary rationale.** Provide the financial rationale or benefit to creating this new program. Explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

This program will be funded primarily by projected tuition costs. There are no other programs that will be affected by the creation and addition of this program. Furthermore, according to the Employer Demand (Appendix A) there is projected growth on the National, Regional, and State level in all career fields that are directly connected to a person obtaining certification in DICEE. Additionally, the salaries connected to the career fields are stable and well above poverty wages which will safely ensure that students who obtain this certificate will improve their financial and economic position for themselves and their families.

- 4. Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design.** This estimate should include expenditures incurred by other administrative units (e.g., Delphi Center for Teaching & Learning). Note that although this program will not bear the full burden of additional personnel in other administrative units, these costs should be considered.

As this program if being offered 100% online, the part-time staff person will work in collaboration with the Delphi Center and with current marketing and outreach efforts already in place within the undergraduate component of this program. Because the Delphi Center does not advertise certificate programs, the department will include the DICEE certificate program in its annual budget allocated to marketing activities (e.g., social media, informational sessions). While department budget vary annually, the department budgeted \$15,000 to marketing-related activities for the 2022-23 academic year. Such expenditures include social media postings (e.g., LinkedIn, Facebook), online informational sessions, local/regional college/career fairs, and faculty memberships to professional organizations, among others. Situated within the OLL program, an estimated \$500 will be spent on specific marketing strategies to launch and promote this program.

- 5. Financial Resources and Program Impact.** The LOI should be developed without the expectation of special financial agreements with the Provost. If no internal allocation or reallocation has been committed to the new program, leave that row blank. Projected tuition revenues should go in the “Other revenues” row of the table (and label it as tuition).

Projected Revenues	Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total
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General Funds (internal reallocation)						
Grants or Gifts, list each one						
Other Revenues (tuition)	\$19,860	\$39,720	\$79,440	\$99,300	\$119,160	\$357,480
Total Projected Revenues	\$19,860	\$39,720	\$79,440	\$99,300	\$119,160	\$357,480

Adjunct rate at \$3,530 per course.

6. New Resource Requirements – Describe the need for any new or additional resources necessary to implement the proposal.

The certificate will not require additional part-time faculty, but, nonetheless, will be continuously monitored to determine program demand. Specifically, program courses will be taught by a combination of existing full-and part- time faculty who teach in the currently offered BS OLL program. However, we hope to increase enrollment by Year 3 in which we project the need to hire an additional part-time lecturer to assist with course delivery, with department support.

Document the expected cost/expenditures in the table below:

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Projected Expenses	Year 1		Year 2		Year 3		Year 4		Year 5		5-Year Total	
Faculty Lines (full-time, adjunct, or part-time faculty)	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$
			0	0	1 PT	\$3,530	1 PT	\$3,530	1 PT	\$3,530	1 PT	\$10,590
Graduate Assistant Positions	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$	#	Cost \$
			0	0								
Library Support	\$2,000											
Facilities, Technology, or Equipment												
Other (please describe below the table)*	\$500		\$500		\$500		\$500		\$500		\$500	
Total Projected Expenses	\$2,500		\$500		\$4,030		\$4,030		\$4,030		\$13,090	

**Please provide a reasonable estimate of program expenditures related to marketing and outreach, as well as expenditures incurred by additional personnel needed to provide faculty training and/or assistance with instructional design. This estimate should include expenditures incurred by other administrative units (e.g., Delphi Center for Teaching & Learning). Note that although this program will not bear the full burden of additional personnel in other administrative units, these costs should be considered.*

X. Online Delivery

Academic units wanting to create new online degrees or certificates will be required to complete the following section demonstrating that the program will meet the criteria for online programs at UofL. If you cannot agree to the terms outlined, please make a case for why you cannot or should not agree to certain elements, although the reasons must be substantiated with evidence. Units wishing to create a program that is not online do not need to complete this section.

1. Distance Education (describe plans)

The DICEE certificate program is comprised of existing BS OLL courses that are already delivered in a fully online format. Thus, the certificate program does not require the creation of new courses and/or curriculum.

2. Library Resources. Are adequate library resources available to support an online version of your program? Please provide a letter from the Dean of Libraries addressing their ability to support the program.

Yes.

3. Please complete Appendix A.

4. Online Program Best Practices

Please indicate whether the academic unit will design the program in accordance with the following best practices for online programs by placing an “X” in the appropriate column. Please give serious consideration to each recommendation understanding that online programs are primarily intended for adults who are working, have a family, or other potential commitments or circumstances that would make it difficult to attend a program on campus or a program with designated meeting times.

Yes	No	Online Program Best Practice
X		8-week courses <i>For undergraduate programs, this would be major classes at a minimum although also recommended for general education classes</i>
X		Allow part-time enrollment
X		Admit students at least two times/year
X		Asynchronous classes (no regular required meeting times)
X		100% online (in-person experiences that can be done off-site do not affect this factor, meaning it would still be considered 100% online even if the student has to do in-person assignments where they live)
	N/A	Graduate-level programs will not require the GRE, GMAT or other standardized tests for admission

5. Quality Program Practices

Please indicate whether the academic unit will design the program in accordance with the following

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best practices for online programs by placing an “X” in the appropriate column.

Yes	No	Quality Program Practice
X		Require all faculty who will be developing and/or teaching in the program to go through Delphi U or have gone through an equivalent training
X		Require all faculty developing online courses to partner with an instructional designer in the Delphi Center and adhere to established deadlines for course creation

6. Academic units that cannot agree to recommendations in Sections 3 and 4 above should explain why and provide substantiation.

Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)
2. Please provide source of employer demand information and time frame for the projections:

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
Chief Diversity Officer	\$136,988	7	4%	\$210,000	15 (some jobs vary in title)	3%	\$175,110	2,751	-10%
Diversity Recruitment	\$62,330	18	14%	\$58,624	1,236	17%	\$89,059	215	7%
Talent Acquisition Recruiter	\$69,330	196	18%	\$47,410	409	21%	\$64,058	58,161	12%
Diversity and Inclusion Director	\$86,701	19	9%	\$99,896	7	.07%	\$106,160	695	22%
Human Resource Manager/Specialist	\$60-\$80K	200	16%	\$82-\$130K	1,162	23%	\$109,742	43,627	9%

Employer Demand Resources:

Please note the timeframe for the projections.

- [Gray Associates PES+](#) (Please contact [Leslie Harper](#) if you do not have the username and password and for assistance in determining a CIP code.)
- [Bureau of Labor Statistics' Occupational Outlook Handbook](#)
- [Kentucky Center for Statistics](#)
- Kentucky, Bridging the Talent Gap
Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>
Interactive website: <https://bridgingthetalentgap.org/dashboards/>

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Muma College of Business. (2022). *Diversity, Equity and Inclusion in the Workplace Certificate*. <https://www.usf.edu/business/certificates/diversity-equity-inclusion/index.aspx>.

Shea, J. (2020). *Diversity, equity, and inclusion skills are defying the COVID-19 labor market: See 3 ways universities can help meet this new demand*. <https://eab.com/insights/expert-insight/professional-and-adult-education/dei-skills-defying-covid-labor-market/>

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