Diversity 5-Year Plan Draft #4, “Bare Bones”

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Vision Statement
Westminster College will be an open, inclusive, diverse community of learners that understands, teaches, and enacts values that promote equity, respect for differences, empathy, and social justice. We embrace diversity as a core educational value essential for academic excellence and meaningful engagement with our changing world.

Global Learning includes domestic diversity as well as an international focus. While overlaps exist, each area is distinct.

Global Learning Visual

(Domestic) Diversity: Focuses on differences with a social justice consequence (ability, age, class, ethnicity and race, gender and gender identity, immigration status, national origin, religion, sexual orientation).

International: Focuses on cross-border phenomena and connections (language; culture; economics; political, education, and social systems).

For the introduction ...

Existing Data
According to faculty response to the Curriculum Inventory,
- 12% of Westminster classes include a focus on diversity throughout the course (12% A&S, 13% Business, 8% Education, 9% Nursing)
- 12% of Westminster classes includes a diversity component as part of the class

Student Data (DLE, NSSE): fill in

Data on International Students, GC learning goal achievement, etc.

A discussion about the importance of including the Associate Provost for Diversity & Global Learning in the SAT/President’s Council/or whatever it might be named.

Goals
1. Broaden and deepen the curricular and co-curricular focus on diversity to ensure that multicultural viewpoints are infused throughout the undergraduate and graduate curriculum.
2. Increase Recruitment and Retention of historically underrepresented/underserved students, faculty, and staff.

3. Build and strengthen community partnerships to allow for in-depth diversity experiences for students.

**Goals and Strategies**

**Goal 1: Broaden and deepen the curricular and co-curricular focus on diversity to ensure that multicultural viewpoints are infused throughout the undergraduate and graduate curriculum.**

**a. Provide professional development opportunities related to diversity aspect of the global consciousness learning goal**

- **Academic program specific:** Offer and/or support program-specific opportunities for reviewing/revising program curriculum to integrate diversity focus.
  - One goal would be for academic programs to incorporate an upper-division diversity course for majors.

- **Course/class specific:** Develop/continue workshop opportunities tied to achieving diversity aspects of Global Consciousness learning goal. Base these on actual results of student work in this area.
  - Focus on course content, pedagogy, and campus climate.
  - Actual results of student work will be found in eportfolios. Need to be sure that eportfolio evaluators have clear sense of/training in GC learning goal so we have reasonable/accurate data to work with.

- Strengthen and build curricular connections to campus co-curricular diversity-focused programming (diversity lecture series, diversity center heritage month events, spiritual life, civic engagement etc.).

- Summer workshops—off campus options: U of Michigan Diversity Dialogues training for interested faculty & staff (or Stirfry weekend training with Lee Mun Wah), etc.

- Provide opportunities for faculty to develop and collaborate on professional development (mini grants, collaborations in teams, etc.) focused on increasing their knowledge base, expertise, and experience teaching diversity focused courses and a diverse student body.
  - Consider how existing funding for professional development could be reorganized for this...; consider options such as release time; determine what prevents faculty from doing this already.
  - Longer-term workshops are needed to allow for the in-depth transformative learning necessary for faculty to develop expertise. For example, Susan Shaw’s "Difference, Power, and Discrimination" workshops at Oregon State are 6-week trainings. Given the amount of money spent for scholarships and tuition discounting for recruiting students, more money for longer-term workshops/professional development for all faculty would be a wise investment (retention if the focus is inclusive pedagogy and content).

**NOTE:** We might want to think about naming the workshops in a manner that would be appealing /inviting to more people—for example, Educating Students for Success in the 21st Century, Effective Teaching & Learning for the 21st Century, etc. People feel that they have already “done” diversity training.

**b. Formalize and integrate diversity curriculum inventory into annual academic program assessment.**

- Rather than send out a faculty survey to obtain data on specific courses that address domestic diversity issues (a) throughout the semester & (b) as a component of a course, this could be part
of annual program reviews. In addition, program reviews could address what the program as a whole does to incorporate a critical analysis of domestic diversity issues and inclusive pedagogy. This ensures that global learning is not an add-on or side concern, but part of what programs do...And it should reduce “assessment/survey overload.”

- If programs don’t have diversity courses faculty could discuss other ways diversity is addressed by the program—pedagogy, classroom climate strategies, etc.

c. Assess diversity LE courses periodically.

- Implement a process for periodic assessment of diversity LE courses. **Note:** This plan has already been developed and brought to LE; LE tabled the proposal until after the initial assessment is complete. (This assessment is to ensure that the courses continue to meet the criteria over time—as new/different professors teach the courses and as syllabi are revised. We did the analysis ourselves this year and found that only 42% [or 58% if we are generous] of diversity LE syllabi actually indicate that the course meets the criteria.
- Develop and implement a strategy for utilizing eportfolio data to measure student progress in diversity aspect of GC learning goal.
- Create specific language faculty can choose to use in course evaluations to help gauge student impression of diversity component, content, climate in classes.
  - Use all the above (plus DLE, NSSE, BCSSE) to inform workshops described in “a” above.

d. Evaluate, recognize, and reward faculty achievement of diversity–focused learning in the classroom.

- Incorporate diversity criteria in annual self evaluation report for each school.
- Incorporate diversity criteria in contract review system.
- Incorporate diversity criteria in promotion criteria.
  - Recognize existing studies/data on impact of diversity (course content, faculty identity, etc.) in course evaluations and develop clear policy in response.
  - **NOTE:** This could be done by incorporating a college-wide learning goal criterion in the above. Students need to achieve the learning goal, so faculty ought to be responsible for addressing it in classes, etc. The domestic diversity aspects of the goal would be relevant for all the above.

e. Explore options for ethnic studies, diversity studies, or other in-depth academic program of study addressing diversity issues.

- **NOTE:** Ethnic studies would require an interdisciplinary faculty cohort hire. Diversity Studies could possibly merge with gender studies (no more GS) and also require a cohort hire. Where else do/would students have the opportunity to do in-depth research on domestic diversity issues?

f. Establish effective, ongoing collaborations across offices & Centers that engage in diversity-related co-curricular work: Student Life, Diversity & International Center, ENVI Center, CCE, (possibly Library, HWAC, START Center as relevant).

- Focus on building connections/collaborations across programs as relevant, not simply sharing what is happening through each office/center.
  - **NOTE:** This could broaden and deepen service work across these programs, build/establish solid community connections/relationships, allow for in-depth application of Global Consciousness, Social Responsibility, Ethical Awareness learning goal. Because of different
reporting lines, this could require collaboration across supervisors, or at least explicit support for this work.

- **Note:** *Diversity Union Summit is a good example of collaboration across areas.*

g. **Establish & promote consistent assessment of diversity-related programming across offices and Centers that undertake this work.**

- **Note:** The Diversity & International Center Global Consciousness, Social Responsibility, Ethical Awareness learning goal survey is a good model. Share existing models to agree on and use consistent model.
- Use results of assessment to inform and improve future programming.

h. **Improve space and staffing for the Diversity & International Center.**

- Diversity & International Center could share a programming person and a front desk/admin person. Perhaps this is a half-time position combined with the new half-time International Student Advisor position. Together they make one full-time position.
- The Center’s gathering space is now a glorified storage space. Three student workers work on two computers now. The International Student Advisor will have nowhere to “be.” As student numbers and demand grows, the space also needs to be accommodating. In addition the Diverse Learning Environments survey indicated that no one knows where The D&I Center is.

Our goal right now would be to be housed in Walker I and II: one area would be the office space for directors and staff, the other would be for student programming, “hang out,” space, professional development, etc. The Center Directors could schedule the space and allow for sharing across campus as reasonable and relevant.

i. **Raise funds for student leadership opportunities related to the Diversity Center’s work.**

- Funds could support Social Justice Scholars (or Global Consciousness Scholars). Model after the funding ENVI Center and CCI have for numerous student workers. **Note:** A proposal for this exists.

j. **Enhance diversity training for student leaders.**

- In addition to RA training, develop and deliver diversity training for any ASWC-funded group, club, or organization, student leaders and student employees. (This should also assist with Goal 2.)

**Goal 2: Increase recruitment and retention of historically underrepresented/underserved students, faculty, and staff.**

a. **Review and improve practices for recruiting, hiring, and retaining faculty and staff from underrepresented/underserved groups.**

- Review, revise faculty *Best Practices Hiring guide*, strengthen policies as needed.
  - Enhance policies to ensure that members of underrepresented groups are included in the pool of applicants, interviewed, and hired.
  - Hold annual follow-up discussions with Diversity Designees after searches to assess use of strategies and identify enhancements.
  - Request that deans take responsibility for consistent/intentional use of guide for all searches.
o Invite faculty and staff of color from U of U to come discuss their experiences, research, scholarly interests, concerns, what has/hasn’t worked, share ideas. Ultimate goals—raise awareness of issues faced by faculty of color; help shape conversation about what Westminster needs to do to be better positioned to recruit, hire, retain faculty from underrepresented/underserved groups; promote acceptance of value of hiring a diverse faculty & staff.

- Develop a staff hiring guide, to include policies to ensure that members of underrepresented groups are included in the pool of applicants, interviewed, and hired.
- Establish faculty and staff mentoring program that integrates a diversity focus into new faculty orientation—year long. (Include as significant feature in existing program too.)
- Develop and implement retention initiative for staff of color. (Proposed as Faculty & Staff Learning Community by Colin Ben & Bridget Newell)
- Join Consortium for Faculty Diversity, DePauw University (OR explore possibility of establishing NAC&U Consortium for the same purpose. DePauw’s is targeted towards pure Liberal Arts Institutions, so we may not “fit.”)
- Consider, advocate for cohort hiring. (U of Oregon model is one option.)
- Diversity Graduate Fellows: Explore possibility of partnership with U of U. Their historically underrepresented ABD graduates could serve as our diversity post docs. Postdocs gain teaching experience, professional development, feedback on teaching, and also serve as consultants (?) on diversity council as we work toward institutionalizing diversity.
- Note: Some of the training/professional development identified under Goal 1 would work towards the retention aspect highlighted here. (How do we treat our colleagues is one implicit question.)

b. Raise Funds for an Endowed Diversity Chair or Visiting Diversity Professor position.
- Visiting diversity professor position could rotate according to academic program need and to hiring possibilities each year. Note: A general description of this position already exists (2007 document).

c. Create 1-2 Global Consciousness Scholar positions for full time-faculty—reduce load in exchange for diversity research/scholarship tied to work of Diversity Center (and possibly Center for Civic Engagement) and academic program(s).
Note: A proposed description already exists for this. (2010 document).

d. Develop a student recruitment plan to increase diversity in undergraduate and graduate student populations to better reflect national demographics. (Posse foundation, Jack Kemp Cook Scholars, Simon Scholars, Venture high school, Act Six, etc. Perhaps we develop our own for local students based on these models. Could be tied to Westminster students’ learning experiences. Connections to AVID programs would be a reasonable start.) Include families in this too.

e. Provide staff development opportunities tied to creating positive campus climate for underrepresented/underserved students.
- Facilitating Retention: How to help students you didn’t know you weren’t helping
  - During lunch hour, include food; advertised by office managers, supported by SAT
Include a focus on white privilege and other relevant concepts, likely handouts/readings attached. Deepen new staff orientation via this.

Becoming approachable is one focus.

**Note:** Can integrate international focus here too if distinctions between student populations are clear (because people won’t likely have opportunities to go to 4 of these per year). (Proposed as Faculty & Staff Learning Community by Darin Jones & Bridget Newell.)

**f. Undertake a “Diversity Awareness Campaign” and collaborate with the Office of Communication to evaluate diversity messages (intended or otherwise) on web, print pieces, in speeches, etc. (Ideally a diversity trained person is employed in the Communication Office.)**

- Define diversity: Clarify and reinforce what “diversity” is and is not; emphasis on equity and social justice, not a “bunch of different people.” Along with this clarify distinctions and overlaps with international: How are they different? Why are they not the same? Where might they overlap? How do we message this consistently? How does this include white people?
- Keep campus community updated on progress toward goals, data, etc.
- Raise awareness of Global Consciousness learning goal description & rubric, highlighting diversity-focused aspects.
- Identify a person with a “diversity lens” within the Communication office who takes responsibility for reviewing messages for impact and inclusiveness.
- Enhance Westminster website, recruitment materials (faculty, staff, students), and publications to reveal the value and benefits of diversity efforts, and to promote the College’s ongoing efforts to create and sustain a welcoming, inclusive learning environment for all members of the campus community. Perhaps a President’s statement...

**g. Provide diversity education for Admissions tour guides and others who interact closely with prospective students from underrepresented/underserved groups.**

**NOTE:** Perhaps this is part of training of all student workers...from Goal 1?

**h. Work on a “Train the Trainers” program to establish a core of human resources at all levels and to ensure that skills, knowledge, and experience are shared across campus.**

**i. Integrate criteria related to global consciousness learning goal/institutionalizing diversity in staff performance reviews and annual assessment of offices.**

- Provide criteria that allow a person to note where his/her work/contributions/efforts positively impacted institutionalizing diversity. Where/how has a specific office done the same?

**Note:** Perhaps there’s a space for people to show and be recognized for how they contributed to any college-wide learning goal. This could be included in Core Expectations for positions. Some offices use an annual report that focuses on the learning goals—so why not individuals and why not all offices?
j. Institute a fundraising campaign to provide scholarships to increase the number of students from historically underrepresented/underserved groups and maintain enrollment level of incoming graduate and undergraduate students. **Possibilities:** Bastian Diversity Scholars, Social Justice Scholars, Posse, etc.

k. Include a diversity advocate on all major faculty and staff campus-wide committees (standing and ad hoc): Liberal Education, Faculty Senate, 4-Year Experience, Housing, Orientation, Disability Resource Committee, Food Services, etc.

l. Conduct an inventory and assessment of support services for underrepresented students and implement a plan of improvement and sustainability.

m. Develop a system of recognition for those effectively engaging in diversity work.
   - Could be integrated into Gala or a Diversity Advocate Award per Semester.

**Goal 3: Build and strengthen community partnerships to allow for in-depth diversity experiences for students.**

a. Work toward establishing community partnerships that develop and strengthen the college pipeline: middle school—high school—college.
   - Connect to service learning, diversity courses, education.
   - Summer camps, annual visits/programs. (Raise funds for this, develop financial sustainability plan.)
   - Institutes/conferences on campus.

b. Collaborate across offices and programs to establish a plan for targeted, sustained partnerships with a common vision relevant to institutionalizing diversity.
   - Structure to allow for ongoing in-depth diversity experiences for students and benefits to community partner.
     (For example, establish partners specifically for LCs to allow for sustainability, for X program’s goals...these can be sustainable over time. Math Tutoring at East is a good example. MPC partnership with Summer Diversity Camp could be another one, as could Education program connection with mentoring program.)
   - Tie to curricular and co-curricular programs.
   - Could be tied to professional development, depending on partnerships

c. Identify targeted diverse organizations to hold or host conferences on the Westminster Campus.
   - Create Utah Consortium for Diversity & Multicultural Education for representatives from Utah Colleges and Universities who do diversity work: staff, faculty, and admin. Meet 1x per year to share best practices and plan coordinated events.

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**Diversity & Global Learning Core Theme Objectives**—accepted Spring 2011
   - Enrich and broaden the curriculum and co-curriculum to include International and Domestic Diversity Perspectives
• Increase Recruitment and Retention of International and historically underrepresented/underserved students, faculty, and staff
• Provide faculty & staff professional development opportunities related to diversity & global consciousness

[This is the exact language we agreed to as a college. We are building on this...]