Action Plan for Diversity & Inclusion: Phase I

Phase I: Responding to campus climate (January 2015)

The work towards building an inclusive campus community has taken place over time. Diversity has been a strategic priority in the past three strategic plans – *New Century Connections* (1998), * Tradition and Transformation* (2002), and *Combinations 2020* (2010), and many diversity initiatives have been implemented throughout the College as a result. However, communication surrounding those goals and accomplishments has not kept pace. Furthermore, while much has been accomplished, much remains to be done.

This Action Plan builds on the foundation of previous work (e.g. Diversity and Internationalization Implementation Team Report – or DIIT, Campus Climate Steering Committee Recommendations, AEC Response to DIIT and Climate Recommendations, Education & Training Plan developed by CoDE’s Diversity Working Group on “Campus Climate and Offensive Behavior”). Every effort has been made to capture ALL previous recommendations pertaining to diversity and inclusion in this Action Plan.

Events of fall semester, 2014 served to accelerate change with regard to diversity and inclusion. In October, the arrest of an Allegheny faculty member resulted in a community forum, the purpose of which was to facilitate community voicing of issues and concerns pertaining to campus climate. The administration was asked to engage in deep listening, and the forum generally raised campus awareness. In November, an ad hoc group came together hoping to build on the momentum for positive change by generating individual and institutional action steps. Named the Community At Allegheny and open to all members of the campus, the group came together again in December to prioritize the action steps, providing input for this Action Plan for Diversity and Inclusion.

The immediate action steps outlined below are organized by the categories identified by Community At Allegheny in November and prioritized in December: (1) Safety, (2) Community and Campus Climate, (3) Leadership, (4) Recruitment and Retention, and (5) Communication and Transparency. These same categories will also guide a second planning phase designed to sustain and monitor campus improvements over the long term. These immediate action steps simultaneously derive from the past and launch the future. Note that some of the initiatives fit into more than one of the categories.

1. Safety: What can we do to help students and employees feel safer both physically and emotionally on our campus?

Title IX training

*Context.* Since 2009, the College has mandated attendance at a Title IX session for all employees. In addition, the past two matriculating classes of new students were required to participate in a four-hour training session during orientation about Title IX and related topics. The College has had a designated Sexual Harassment Officer or Title IX Officer since 1976, but these officers carried many additional responsibilities until the fall of 2014, when a full-time Title IX Coordinator was hired. Since her arrival, the new Coordinator has trained over 250 employees on Title IX policy, reporting, and expectations. Simultaneously, the Title IX Coordinator began to offer workshops to student groups and created a Sexual Assault brochure to provide better
information to students about what to do if they witness or are themselves a victim of sexual assault. These brochures can now be found prominently around campus.

*Action Steps.* Every employee will have received basic Title IX compliance training by December 2015; training of new employees will continue as they are hired. The Title IX Coordinator will offer more advanced Title IX employee training starting fall 2015. Advanced training could include further discussion of resources for students, how to help students through the reporting and conduct process, information about support provided by the College to students involved in Title IX cases, and Title IX reporting procedures for faculty and staff complaints. Every incoming student will continue to receive basic Title IX training during orientation; by December 2015 more advanced peer-run Title IX training will be offered.

**Bias Response Protocol**

*Context.* In 2012, the College subscribed to the TIPS hotline to encourage reporting of bias incidents by all community members. In fall 2014, the new Associate Dean and Director of CIASS launched an enhanced bias reporting form and trained the bias response team to address and respond to reports.

*Action Steps.* The Associate Dean and Director of CIASS will periodically update the AEC and the Council for Diversity and Equity (CoDE) on the themes of the Bias Response reports. These themes will be used to plan and develop future programming for the campus.

**Bystander Training**

*Context.* Bystander Training has been in place since 2012 when trainers from the University of New Hampshire conducted a train-the-trainer session for an Allegheny team. Since that time, many students and other members of our community have received training either by means of the multi-day, train-the-trainer “Bringing in the Bystander” model or the 90-minute “Bystander” model. Over the past three academic years, 92 members of our community have been trained to be trainers. During AYs 2012-13 and 2013-14, 909 community members (including 22 first responders such as RAs and Security) participated in Bystander training.

*Action Steps.* To ensure that training reaches not only the “choir” but every student and all employees, we will require specific student and employee groups to attend Bystander training, starting with leadership groups such as ASG, Greek life, Athletics, etc.

**Gator Safe Zone Training**

*Context.* The Gator Safe Zone Program is informed by recommendations from a campus climate survey led by Rankin and Associates (2009) and has been in operation through CIASS since August 2012. The three-level training is designed to develop a more supportive climate for LGBTQ individuals and allows participants to gain valuable resources and knowledge over time while creating supportive networks for all identities. After completing levels one and two, a total of six hours, participants can elect to be a member of Gator Safe Zone and receive a Gator Ally card to display. As of December 2014, 176 total employees, 353 students, and five community members have participated in Gator Safe Zone Level 1. As of that same date, 24 faculty, 52 staff and/or administrators, 159 students, and three community members have participated in Gator Safe Zone Level 2.
Action Steps. To ensure that training reaches not only the “choir” but every student and all employees, we will require specific student and employee groups to attend, starting with leadership groups such as Faculty Council, the Administrative Executive Committee, ASG, SAC, Greek life, etc. For example, members of the AEC who have not already done so will complete Safe Zone Level 2 training by the end of the spring semester. In addition, CIASS is developing specific resources for faculty development and training on gender identity and sexual orientation as they relate to classroom dynamics. CIASS will also offer a faculty-only session of Safe Zone Level 1 training emphasizing student experience and voice this spring.

2. Community and Campus Climate: How can each of us foster positive and healthy relationships and create a more inclusive campus?

New distribution requirements, in particular Power, Privilege, and Difference, International Perspectives, and Civic Learning

Context. Since passage of our current strategic plan Combinations 2020 in 2009 by the Board of Trustees, three educational principles have received enhanced emphasis: domestic diversity, international diversity, and civic engagement. Discussion of Caryn Musil’s work by the Civic Engagement Task Force in the summer of 2011 catalyzed the important realization that these three educational goals need to inform each other mutually and find points of connection to be understood fully within an historical and political framework. The newly opened Allegheny Gateway is founded on the basis of this triangle and integrates the three educational priorities experientially.

Action Steps. At the November faculty meeting, the full faculty approved eight new distribution requirements. Starting with the incoming class of 2016, every student will take courses pertinent to domestic and international diversity, power and privilege, and democracy. With passage of these new requirements, which mirror in the classroom what the Gateway offers outside of the classroom, we have created a holistic and intentional education that prepares our students for the complex and diverse world awaiting them upon graduation. This educational requirement will impact every student and many faculty and staff, making it one of the broadest and most transformational tools we can deploy to bring about institutional change.

Statement of Community

Context. The drafting and passage of our current Statement of Community is an important past achievement of the Campus Life Committee. This statement is now part of our Matriculation ceremony, featured prominently on our website, and an effective tool to jumpstart conversation on community expectations for inclusivity, responsibility, and accountability.

Action Steps. All organizations and leadership groups will work to bring the Statement of Community to life, beginning before students arrive on campus and continuing through graduation. For example, the Admissions Office will add a discussion of the Statement of Community to the campus tour. All position announcements for faculty and staff will also include the Statement of Community. Policy revisions regarding employee job performance review processes will include a category for employee contributions to realizing its intent.

Sustained Dialogue Campus Network
During the fall semester 2014, members of the Allegheny community expressed a desire to be more fully engaged in discussions about campus climate and factors affecting that climate such as sexual and discriminatory harassment. In addition, there was an acknowledgment that to practice respectful public conversations about potentially emotional topics required particular skills that need to be developed by the community.

In March 2015, the Sustained Dialogue Campus Network will conduct a Sustained Dialogue Institute on inclusive strategies for faculty and staff and a workshop on creating a culture of community dialogue. Participants will develop skills for difficult dialogues and democratic civil discourse inside and outside the classroom. The institute is scheduled for March 10 – 11 with employee workshops, including one for faculty that addresses classroom dynamics, during the day and a student workshop in the evening.

**Intercultural Development Inventory (IDI)**

The IDI is an assessment tool that gauges intercultural competence. It is typically used in workshops paired with follow-up activities and has been shown to increase cultural competencies regarding a wide range of domestic and international cultures. It is often delivered using a capacity-building “Train-the-Trainer” model.

In spring 2015, Allegheny will send a team of four employees to off-campus training in how to use the IDI as an organizational development tool. Upon their return, these employees will design and deliver workshops and follow-up activities using the IDI. In late 2015, the Associate Provost for Diversity and Organizational Development in collaboration with CoDE and members of the AEC will assess the effectiveness and viability of the IDI instrument and training model. If our evaluation is positive, we will grow the program with the goal of delivering intercultural development competency training to at least 600 community members within three years and to over 1200 community members in five years.

**Institutional Climate Surveys**

The College has administered a number of surveys in the past to gauge climate. For example, Dr. Susan Ambrose’s survey tool and campus focus groups resulted in the 2002 Ambrose Report dealing specifically with gender issues. More recently, Dr. Sue Rankin of Penn State University developed an Allegheny-specific survey to assess climate more generally than gender concerns. This work resulted in a list of recommendations, some of which still need to be realized.

The College will continue to use surveys to gauge campus climate. For example, the Higher Education Data Sharing (HEDS) consortium’s “Sexual Assault Campus Climate Survey” will be administered to all students at the end of January 2015. This survey, developed by the HEDS consortium to meet the new federal requirements under Title IX and the Violence Against Women Act (VAWA), has been approved by the College’s Institutional Review Board. The survey will provide information about students’ perceptions of campus climate for unwanted sexual contact and sexual assault, students’ perceptions of how the College addresses and responds to sexual assault, and whether and how often students have experienced unwanted sexual contact or sexual assault. As another example, the College administers the Higher Education Research Institute’s (HERI) faculty survey every three years, and that survey includes many questions about campus climate specific to faculty The HERI faculty survey was last
administered in spring 2014, and we expect results to be shared with the Deans’ Council, Faculty Council, and CoDE early this spring semester.

3. **Leadership:** How can the leadership of the College ensure continuing broad conversation and grass-roots input about diversity and inclusivity as well as progress on this Action Plan?

**Committee on Diversity and Equity (CoDE)**

*Context.* Over the past decades, the College has supported a number of faculty or college committees dedicated to diversity and inclusion. Some of these groups, like the Presidential Commission on the Status of Faculty Women, were focused on particular issues and tasks, others like the Committee on Discriminatory and Sexual Harassment were part of the College’s governance structure. Recognizing that the effectiveness of these groups in creating institutional change was sometimes limited by their episodic nature or narrow focus, the Council on Diversity and Equity (CoDE) was formed in 2010 as a standing committee of the College to provide an overarching direction and sustained focus on issues related to diversity and equity.

*Action Steps.* The President and AEC have reviewed this decision and reaffirm CoDE’s critical role in guiding our diversity efforts and providing a forum in which community concerns can be explored and the effectiveness of our diversity efforts is assessed. We call on CoDE and the Associate Provost for Diversity and Organizational Development, who serves as CoDE’s co-chair, to take up this work with renewed vigor. We encourage members of the community with concerns about diversity, equity, or campus climate to share those concerns with the co-chairs of CoDE, who can bring them to the committee’s attention. The co-chairs are Associate Provost Ande Diaz and Professor Eleanor Weisman.

**Diversity Innovation Fund**

*Context.* Creating a “culture of agency” as recommended during fall conversations means entrusting the community to generate ideas to make Allegheny more inclusive.

*Action Steps.* The Diversity Innovation Fund, which will be coordinated through CoDE, has been created to invite and encourage community ideas, engagement, and collaborations towards sustained campus climate change. Innovation funds will be budgeted for $16,000 per year with awards ranging from $500 to $3,000.

**Institutional Accountability and Assessment**

*Context.* Diversity has been an institutional priority since at least 1997 when it was a focus of the Summer Working Group and strategic planning, and the results of efforts to realize this priority have been assessed and documented in a variety of ways. For example, the Provost has tracked diversity hiring, programs, and initiatives since 2003; the AEC has developed goals for recruiting and retention; and various “Diversity Dashboards” have been generated for campus groups and the Board of Trustees. Furthermore, Annual Activity Reports for faculty contain questions about the strategic priorities of the institution, and in fall 2014, all members of the AEC produced individual diversity scans for each of their areas.

*Action Steps.* With the launch of the Diversity at Allegheny website, past documents and metrics to gauge the current state of the College’s diversity initiatives will be made readily available to the
campus community. In addition, progress on this strategic priority will be made part of the
performance review process for all employees, starting with the AEC, which will update their
diversity scans each year and set goals for the coming year. We also expect CoDE will produce
regular reports assessing our diversity efforts, highlighting accomplishments, and calling
attention to areas in which we need to do better.

4. Recruitment, Retention, and Success: How do we best recruit a diverse student and
employee population and then help all members achieve success?

Student Recruitment

Context. In 2005, and due to disappointing data in terms of both compositional diversity of the
student body and student-reported lack of diverse experiences while at Allegheny, the AEC
renewed its commitment to the recruitment of diverse students and undertook a number of
important initiatives to address those shortcomings. These initiatives taken together have made a
difference: domestic students of color as a percentage of the entire student body increased from
6% in 2006 to 17.6% in 2014. Furthermore, recent results from the National Survey of Student
Engagement (NSSE) show that student-reported experiences with diversity improved
significantly.

Action Steps. The Office of Admission is charged with the recruitment and enrollment of a
diverse first-year class by means of a multi-faceted approach that is driven by the Statement of
Community and the College’s strategic focus on diversity. We also recognize that the future of
the College depends on successful recruitment of diverse students of high academic and artistic
quality and potential. Therefore, Admissions will continue to focus on recruitment of diverse
students. Specific initiatives will be identified in Phase II.

Student Retention

Context. The Deans’ Council is charged with retention of all students including students from
underrepresented groups. The Deans’ Council tracks retention and initiates programs and
policies designed to improve student success. This Council is composed of the following senior
administrators: Provost, Dean of Students, Associate Provost for Diversity and Organizational
Development, Associate Provost for Faculty Development/Director of the Gateway, Associate
Dean/Director of CIASS, Vice President for Information Services and Assessment, and the
Associate Dean/Registrar.

Action Steps. The Deans’ Council recently completed a plan implementing the retention-related
recommendations of the Middle States Retention Working Group. In addition, several new
initiatives have emerged to support retention and recruitment of diverse students.

- **GLCA-Stanford Collaborative Project.** The College is partnering with a research group
  from Stanford and several of our GLCA peers to pilot for liberal arts colleges a new
  intervention strategy that has been shown to improve the success rates of
  underrepresented groups at large universities.

- **Textbooks.** The cost of textbooks has recently emerged as a significant issue for some
  students. To support the socioeconomic diversity of our students, the Provost’s
  Office will encourage faculty to reserve more copies of texts in the library. In
  addition, the Vice President for Information Services and other community members
  are working with Allegheny Student Government to explore a more robust program
to provide course materials at reduced cost. Here is the link to those books already on reserve in the library: [http://sites.allegheny.edu/bookstore/](http://sites.allegheny.edu/bookstore/)

- **Gender Neutral Bathrooms.** To support gender diversity, Physical Plant and the Dean of Students Office have collaborated to provide gender neutral bathrooms in campus buildings, and the Dean of Students Office has compiled and is maintaining a complete list of these facilities on the College’s website.

### Employee Workshops and Training

**Context.** To create the climate necessary to retain students and employees from historically underrepresented groups, all employees of the College must be engaged in a robust series of workshops and trainings more tailored to specific functions and issues than is possible through Title IX or IDI training. This process began five years ago with workshops conducted by the Provost for faculty search committees, department and program chairs, new department and program chairs, members of the Faculty Review Committee, and building coordinators.

**Action Steps.** The Associate Provost for Diversity and Organizational Development and the Associate Dean and Director of CIASS have expanded the range of available trainings and expect to continue growing the list of such educational opportunities. A “curriculum” or menu of diversity workshops is being developed and will be posted on the Diversity at Allegheny website this spring, allowing groups and committees to decide what might best suit their members’ needs.

### Employee Recruitment and Retention

**Context.** For the past decade, the Provost has followed best practices for hiring a more diverse faculty (e.g. reading six files from which to choose on-campus interviewees and bringing in pre-docs who might be suitable to apply for an open tenure-track line), and these efforts have increased the diversity of our faculty. In terms of gender diversity, in 2007 Allegheny ranked 23rd within our 26-school Standard Comparison Group (SCG) for the percentage of all full-time faculty who are women, but now ranks 10th. For **tenured** women faculty, the College lagged far behind our comparison schools at number 26 of 26 until 2013, moving up to 23rd of 26. In terms of racial and ethnic diversity, in 2007 the percentage of all full-time faculty who are diverse overtook the median of the SCG and has remained there since. However, for staff, the College continues to lag behind the SCG.

**Action Steps.** With the appointment of a new provost, now is a good time to review our faculty hiring practices and consider whether there are additional changes that could further diversify faculty hiring. We will also review hiring practices for other employee groups and consider what more can be done to diversify the non-faculty employee population. In addition, after several listening sessions with employees from historically underrepresented groups, the President reaffirms CoDE’s role to make policy recommendations and charges CoDE with compiling strategies to increase the retention of these employees. These strategies will be prioritized and submitted to the new provost and the Executive Vice President for resource allocation and implementation.

### Employee Handbook and Job Postings
**Context.** The College has included non-discrimination language in its employment policies for many years; such language must be reviewed continually and refreshed as policies and the larger culture evolve.

**Action Steps.** In collaboration with Human Resources, Faculty Council, and the AEC, the Associate Provost for Diversity and Organizational Development will update the institutional non-discrimination language to include gender, gender identity, and gender expression. The update will occur spring of 2015 and be monitored in the future to remain up-to-date.

5. **Communication and Transparency: How do we ensure open and transparent communication among students, faculty, staff, and administration?**

**Diversity at Allegheny website**

*Context.* The College has not done as well as it might have to communicate its diversity efforts. Community members have stated that they do not know the current state of Allegheny’s work on diversity, what is being done to support diverse groups, and what past work has been completed. This lack of community knowledge hinders our efforts; increased communication and awareness will advance our shared goals.

*Action Steps.* A new website is being developed to provide ready access to information on current initiatives, links to campus resources and workshops, access to documents describing past work, and links to data describing the current status of our diversity efforts. The community is invited to offer ideas and resources for expansion of this website.

**Accessibility of AEC members**

*Context.* The Administrative Executive Committee (AEC) is currently listed on the President’s Office website along with contact information for each member, but not all members of the campus community are aware of this listing or the role that the AEC plays in campus governance.

*Action Steps.* A description of AEC’s role and a link to the AEC listing on the President’s site will be provided on the new diversity web site. The Executive Vice President and Chief Operating Officer, as the convener of AEC, will send an email to all campus constituents at the start of each semester to remind the community of AEC as a resource and provide a link to the AEC page on the president’s web site. It should also be noted that the AEC has grown in the past 12 months to ensure that diversity and students remain front and central. The Associate Provost for Diversity and Organizational Development, the Associate Dean and Director of CIASS, and the Director of Athletics and Recreation are all members of the AEC.

**Evolution of Community At Allegheny**

*Context.* Participants in the Community At Allegheny forums described what they called a “culture of silence,” which provided energy for the Community At Allegheny initiative and which must be addressed if we are to move forward.

*Action Steps.* We encourage the community to embed these important conversations into already existing college governance structures so that they will not be lost and can lead to positive change. We also challenge the campus to build in both face-to-face and online opportunities for
soft or silent voices to be heard as part of these important conversations. To ensure that students are central to community conversations, AEC proposes that the Allegheny Student Government, in collaboration with faculty and staff, take the lead on facilitating future Community At Allegheny conversations. To foster greater connection between contemporary campus conversations and the enduring structures that will sustain diversity in the years to come, CoDE’s co-chairs will invite ASG to bring diversity-related ideas or issues to their attention each semester. In addition, CoDE will request that ASG select a student representative of the Diversity Initiatives Committee to serve a two-year term on CoDE. (This will be in addition to the four student representatives currently serving on CoDE.) Furthermore, student, staff and faculty members of CoDE will gather community input on this Action Plan for Diversity & Inclusion and use that input to shape the development of Phase II for sustaining long-term campus improvement.

**Student Code of Conduct**

*Context.* As a matter of policy and practice, the Student Code of Conduct is reviewed and updated every three years. With the increased emphasis on Title IX compliance as it relates to sexual violence, such a review is timely.

*Action Steps.* The Campus Life and Community Standards Committee, in collaboration with Faculty Council and the AEC, is currently working on a draft revision of the code that will be shared widely with students and faculty for input and approval. It will focus particularly on clarifying the processes for non-academic misconduct and identifying the range of sanctions more explicitly.