Action Plan for Diversity & Inclusion: Phase I -- Spring Progress Report (6/30)

Phase I: Responding to campus climate

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. 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**

Progress update: Every employee will have received basic Title IX compliance training by December 2015; training of new employees will continue as they are hired. Completed to date: Employee trainings: Athletic department, Physical Plant, IT Department, and employees at general training sessions. Other training: Deputy Title IX coordinators, panel member training, community support person training and the Athletic Dept. Other initiatives: Weekly office hours in CIASS. Women's Services is now offering weekly office hours on campus, as part of a new MOU.
Additional meetings have been held with: ASG, Faculty Department Heads, AAC, and SAC.

Action Steps. The Title IX Coordinator will offer more advanced Title IX employee training starting fall 2015. Advanced training will 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**

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.

Progress update: Protocol revised and tested 2014-15. CoDE review of initial data and faculty input. Provost and Associate Dean of the College/Director of CIASS will review the process and form summer 2015 and propose revisions/recommendations in fall of 2015.

- The Gator Bias Protocol data was reported to faculty in March 2015 meeting. Data from spring 2015 will be discussed at the AEC retreat in August and brought to faculty in the fall.
- Faculty Council appointed faculty member Amelia Carr to Gator Bias Team

●**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.

Progress update. Before students arrive in fall 2015 another "train the trainers" session will be offered. Bystander training will continue for new students and others by request.

●**Gator Safe Zone 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, 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.

Progress Update:
By Spring 2015 there were four Level 1 trainings, one Level 2 training and one all-AEC Level 2 training. To date 215 employees have completed both levels of training and elected to become a Gator Safe Zone Member. Department chairs are expected to complete level 1 by December 2015.

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**

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.

Progress update: In November 2014 the faculty voted to approve new distribution requirements so that all students will have a foundation in 8 key areas. Two of these areas are 1) Power, Privilege, and Difference and 2) International and Intercultural Perspectives. In 2015-16, there will be two primary areas of work to advance these distribution requirements. One area will include the Registrar and Curriculum Committee working with departments and programs to finalize the tagging of courses that meet the requirements and revising all course descriptions to include these requirements. Another area of work will be in faculty development, including

opportunities for faculty to participate in workshops to develop courses and/or parts of courses to meet the distribution requirements.

- **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.

Progress Update: All campus tours now include the statement of community and all job descriptions now include a statement that links each individual employee's job responsibilities to the Statement of Community. AEC members to provide status by June 30 and an approach for Phase II.

- **Sustained Dialogue Campus Network**

Action Steps. Sustained Dialogue Campus Network was retained to conduct a campus-based Sustained Dialogue Institute on inclusive strategies for faculty and staff and a student workshop on creating a culture of community dialogue and democratic civil discourse.

Progress update: The two-day Sustained Dialogue Training Institute was held on campus in March. The focus was on inclusive living and learning at Allegheny. Workshops were held for employees on topics including developing and applying intercultural competency leadership skills. Faculty-focused sessions addressed classroom dynamics. The student workshop on creating a culture of community dialogue was attended by 36 students many of whom were student leaders on campus. In addition 23 faculty and 70 staff and administrators attended sessions for a total of 129 participants. A full evaluation report is available from the provost's office.

- **Intercultural Development Inventory (IDI**)

Action Steps. Allegheny is exploring the IDI assessment tool to a) gauge intercultural competence and b) provide individualized learning plans to Allegheny community members. IDI 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. As Allegheny focuses on strengthening cultural competencies for campus, the IDI model is under consideration.

Progress update: In the spring of 2015 four members of CoDE (Ande Diaz, Catharina Coenen, Armenta Hinton, and Jenny Kawata) completed the Intercultural Development Inventory (IDI) training and are now qualified to administer the training at

Allegheny. Two other colleagues (Michael Mehler and Andy Cooley) were trained this summer. Through pilot tests with various groups, meetings with Human Resources staff, curricular innovations, and study away preparation, the IDI team will experiment with the model. In consultation with CoDE, the IDI team will recommend if and how Allegheny may use the IDI model. The AEC leadership is taking the IDI at present and will be discussing how it may help strengthen leadership for a more inclusive campus.

●**Institutional Climate Surveys**

Action Steps. 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. Preliminary results from this report were shared with the College's Title IX Officer in late spring. A final report from HEDS that includes benchmark data from peer institutions recently became available and was forwarded to the Title IX Officer.

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. A report, which includes trends in faculty response over the last 25 years, has been shared with the Dean's Council. We will also forward these reports to the chairs of Faculty Council and CoDE, which may want to discuss the reports in the coming year.

Progress Update: to be provided by AEC by June 30.

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?

●**AEC Composition & Training**

Progress Update: With the January 2015 addition of two AEC members with student focused roles (Associate Dean and Director of CIASS, Director of Athletics and Recreation), AEC's compositional diversity has increased significantly over the past five years. The fourteen AEC members now include eight women, two African Americans, one Latina, and one LGTBQ as well as four who were the first in their families to graduate from college. All members of AEC have completed Safe Zone Training Level 2, which means six hours of training. As stated earlier, all members of AEC also completed the IDI training and received and discussed their individual results with one of the IDI trained leaders. The August 2015 AEC retreat will also allow time for this group to reflect on the IDI results in a more in depth manner. Finally, AEC will also spend

time at the AEC retreat discussing the Bias Incident Report trends for 2014-15 and discuss next steps for the 2015-16 academic year.

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

  Action Steps. The President and AEC reaffirmed CoDE's critical role in guiding our college's diversity efforts, providing a forum in which community concerns can be explored, and serving as a governance body to monitor the effectiveness of our diversity efforts. 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 for 2014-15 were Associate Provost Ande Diaz and Professor Eleanor Weisman. A new faculty member will be voted in as co-chair for the 2015-16 year.

  Progress update: CoDE met as a full committee nine times during 2014-15. Agendas and minutes for those meetings are posted on the CoDE website. The content of CoDE meetings focused on a range of timely topics including a debrief of a widely attended community forum held in October 2014 and the revised bias response protocol. In addition, CoDE held two 2-hour working sessions in December of 2014 to review diversity-related documents and a conceptual diversity framework. In Spring 2015 the CoDE student reps hosted a Community Forum during the March Gator Day, and an open CoDE meeting was held on April 14, 2015.

  CoDE had three working groups this year. Their progress is detailed below:
  Group #1 launched the Diversity Innovation Fund -- chaired by Beth Choate. The purpose of this fund is to incentivize community-proposed transformative initiatives. In addition to the faculty chair, the selection committee was composed of a student, an AAC member, and a SAC member. All members reviewed proposals and recommended funding allocations as well as feedback to assist in the success of the projects. (See Diversity Innovation Fund section for details.)

  Group #2 was Education and Professional Development – chaired by Michael Mehler. This working team was charged with recommending and planning initiatives to foster professional development regarding diversity. The work to date builds on the prior work of CoDE's Education and Training Plan (2012). Several members of CoDE have been trained in the Intercultural Development Inventory (see detailed discussion above) and are piloting various uses of the IDI as part of a cohesive professional development plan for the campus community. CoDE members invite ideas for other training initiatives to address the needs of various constituencies, including department chairs, faculty groups, staff, and students.

   Group #3 was Climate/Community Engagement – chaired by Matt Ferrence.
  This group focused on keeping the momentum from the Community at Allegheny conversations of the fall. CoDE student representatives took leadership on facilitating a Community Conversation on Gator Day, March 31, 2015 while co-chairs Diaz and Weisman guided a conversation on Race in America for faculty and staff. The entire CoDE membership

invited campus community members to an open CoDE meeting on April 14, 2015. CoDE has expressed the importance of holding regular facilitated open meetings and public conversations and expects to do so, often in partnership with other groups on campus.

In addition CoDE focused on action planning for the campus. Beginning in the fall, CoDE members reviewed the scholarship of Dr. Daryl Smith, whose framework for strategic diversity is widely used on campuses. Associate Provost Diaz introduced CoDE members to the model as part of adapting a version of an Allegheny-specific model for strategic diversity. Input from CoDE members and from listening sessions from the fall, as well as past recommendations, informed Phase I of the Action Plan for Diversity and Inclusion. Phase I was presented to the College community in January 2015. Community feedback on Phase I and suggestions for both process and content to shape Phase II were invited via the Wufoo electronic platform. The community engagement group of CoDE reviewed the community feedback for incorporation in planning. A copy of Phase I of the Action Plan is posted on the Diversity at Allegheny website. An open CoDE meeting was held in April to share the planning process to date. Phase II will be a more comprehensive and community-engaged process. That action planning process will be monitored by CoDE.

●Diversity Innovation Fund

Action Steps. The Diversity Innovation Fund was launched this year with a faculty coordinator from CoDE. Through the re-allocation of existing funds, the provost's office has dedicated financial support to encourage community-generated ideas, initiatives, engagement, and collaboration toward sustained campus climate improvements. Innovation funds are budgeted for $16,000 per year with awards ranging from $500 to $3,000.

Progress update: A CoDE faculty member chaired this year's selection committee, which included student, staff, and administrative representatives. Projects chosen for funding for this spring include student social justice workshop trainings, mentoring of women students in the sciences, performing and visual arts explorations of race in America, and the building of a campus network of faculty, staff, and students who were the first in their families to attend college. A second call for Diversity Innovation Fund proposals was reviewed and five additional innovations were awarded funds. A full list of funded initiatives will be posted on the website. A call for fall submissions is scheduled to be announced in September 2015.

●Institutional Accountability and Assessment

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.

Progress update: A CoDE report including updates from diverse working groups has been posted on the Diversity at Allegheny website. AEC members are updating diversity scans for goal setting and establishing metrics for the coming year. The Office of Institutional Research has prepared data pertaining to diversity which is available on the OIR website and will be updated and posted annually. CoDE is developing an agenda for the 2015-16 academic year which will include meetings with the new provost, members of the Faculty Council, Admissions staff, and student groups. CoDE's goal will be to track progress and recommend areas for focused improvements.

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**

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.

Progress update: Allegheny's newly enrolled freshman class is the most diverse in its 200 year history.

●**Student Retention**

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.

o   *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.

Progress Update: The class arriving for fall 2015 will take part in this research study to determine the most recent best practices for student success. Allegheny will be involved during 2015-2019 and annual updates will be provided in regards to retention efforts.

o   *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 Assessment, the Bookstore Manager, library representatives, and other community members are working with representatives from the 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/

Progress Update: The group convened by the Vice President for Information Services and Assessment has agreed to a place textbooks on reserve in the library for 10 - 15 larger enrollment, introductory fall courses whose required texts are expensive. These books will be available on course reserve in the library and the library staff will track use of the texts so we can assess whether this is a cost-effective way to provide course materials to students. The bookstore is maintaining a list of books on reserve on its web site.

The group also developed a memo that was shared with faculty as an attachment to the May 8, 2015, faculty meeting agenda and distributed via *My Allegheny*. The memo describes the impact of large and growing textbook costs on students and encourages faculty and academic programs to adopt practices to help reduce costs. Suggestions include:
  - Committing to the same text in the same edition for multiple years, and communicating that commitment to the bookstore.
  - Submitting book order forms before the book buyback period
  - Greater use of course packs or Sakai as a repository for readings combined with a vigorous exercise of fair use rights under copyright
  - Switching to open source or lower cost texts

- *Gender Neutral Restrooms.* 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.

Progress update: 15 administrative and academic buildings have at least one bathroom identified as an all gender restroom. These locations can be found on the Dean of Students website. All gender restrooms are available in Allegheny Hall, Baldwin Hall, and in the independent student apartments across campus.

● **Employee Workshops and Training**

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.

Progress update: A "curriculum" or menu of diversity workshops was posted on the Diversity at Allegheny website this spring, allowing groups and committees to decide what might best suit their members' needs. Several academic departmental trainings have been held this year, and goal setting for future trainings will be done in conjunction with the priorities of the new provost. In addition the Associate Dean of the College has been providing trainings for Student Affairs staff

and departmental leadership. The Associate Provost for the Gateway will be developing a series of workshops, some of which will involve collaboration with a diversity network on campus. Initial conversations have also begun about the possibility of developing a training focusing on religious diversity on campus. Lastly, the Sustained Dialogue Institute (details above) hosted 93 faculty and administrators for a training on intercultural competency skills.

- **Employee Recruitment and Retention**

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 in making 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.

Progress update: This year the College has hired nine tenure-track faculty who will start teaching fall semester 2015. 44% of these nine faculty members are from underrepresented groups and 66% are women. An additional three faculty currently in temporary visiting teaching positions have been converted to tenure-track or non-tenure-track-renewable positions and 100% of these conversions represent diversity. Over the last twelve years we have moved from having only one African American full-time faculty member to nine. One additional temporary African American faculty member was made full-time staff with a teaching load of two courses per year.

The Associate Provost for Diversity and Organizational Development conducted three trainings with chairs of search committees and met search committee members from five faculty searches as well as individual candidates from five searches. This year, Allegheny's membership in the Consortium for Faculty Diversity expanded applicant pools and yielded a new faculty hire. It is anticipated that AEC will undertake expanded efforts for administrative hires in the 2015-16 year. In addition, the new provost will be meeting with members of Allegheny's Colleagues of Color and other employee resource groups to develop strategies for strengthening retention of employees from under-represented groups.

- **Employee Handbook and Job Postings**

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.

Progress update: the AEC and Faculty Council approved expanded non-discrimination language for the college. The new additions include the categories of gender identity, gender expression, and age and the language is now included in every job description posted for the college's new hires. Website and Employee Handbooks are scheduled for update this summer.

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

● **Diversity at Allegheny website**

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.

Progress update: The new website has been built and provides links to a network of campus offices and departments doing work pertaining to diversity. Professional development workshops are publicized. Contacts for Allegheny's expanding offering of employee resource groups are publicized. The application information on Diversity Innovation Funds is posted. Descriptions of proposals from award recipients will be posted as examples for inviting new proposals. In addition, in an effort to create better communication, a strategy for multimedia communication will be explored. A Communications student intern will be hired in the fall 2015 to help develop strategies to keep the community informed.

● **Accessibility of AEC members**

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.

Progress update: The existing AEC website(http://sites.allegheny.edu/president/senior-staff/) was updated to include contact hours and where applicable, the office hours of each AEC member. Two additional members with student focused roles were added to AEC in January 2015. The Executive Vice President sent an email to the campus community early in Spring 2015 semester reminding the campus constituents of AEC's role, membership and contact information. She will send similar emails at the start of each academic term to introduce and remind the campus community to the AEC's role on campus, the members, and how to access the group or individual senior officers. The accessibility of AEC members has increased with posted office hours and the student focused roles (e.g. Dean of Students, Director of CIASS, Director of Athletics - two of whom are new additions to the AEC.)

● **Evolution of Community at Allegheny**

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 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 and issues to their attention each semester.

Progress update: Allegheny recognizes the need for a space for community engagement on a regular basis. As part of CoDE's charge to facilitate communication regarding diversity within our community, CoDE is committed to holding regular and facilitated open meetings and public conversations, often in partnership with other groups on campus. CoDE has established a team working on community engagement which includes faculty, staff, and students. This group will recommend spaces and structures for ongoing community conversations in which all voices are welcome and all perspectives are valued.

In addition, in an effort to foster greater connection between contemporary issues and enduring institutional structures, CoDE co-chairs have requested that ASG select a student representative of the Diversity Initiatives Committee to serve on CoDE. (This student voice will be in addition to the four student representatives currently serving on CoDE.) CoDE invites ASG to use these channels for more regular conversations about issues that matter to an inclusive campus. This additional invitation will be offered again in the fall.

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**

  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.

  Progress Update: The Campus Life and Community Standards Committee approved new language for the Student Code of Conduct at its final meeting in April; however, the timing of the process did not allow time for a complete review and approval by the faculty or Allegheny Student Government. The interim changes to the Student Code of Conduct were approved as official for 2015-16. Moreover, the handbook revisions will be the top priority for CLCSC in fall semester 2015 so that a revised draft can be fully vetted by the entire community during Spring 2016.