INCLUSIVITY STRATEGIC PLAN

A roadmap to achieve our priority to "Institutionalize Inclusivity"

Inclusivity Definition

Inclusion means fostering and honoring diversity while fully engaging all voices and worldviews in our community. Being inclusive requires that we challenge traditions and assumptions that reinforce paradigms of privilege and power that contribute to oppression. Inclusion necessitates empowering Dickinsonians to ask critical questions and foster awareness-raising dialogue to ensure that all members feel welcomed and valued and have equitable opportunities to thrive.

Commitment Statement

Ensuring a working and learning environment in which everyone has equitable opportunities for academic excellence and professional growth depends upon us embracing our diversity.

Why is Institutionalizing Inclusivity a priority for us?

The College's mission – "to provide a useful, innovative and interdisciplinary education in the liberal arts and sciences to prepare students to lead rich and fulfilling lives of engaged global citizenship, working for the common good" – informs our focus on creating an inclusive environment.

We live in an increasingly diverse and interconnected world. It is our responsibility to prepare our students to meaningfully contribute to that world. And, we are committed to doing so.

Regardless of our race, national origin, gender identity or expression, sexual orientation, age, socio-economic status, disability status, religious affiliation or political beliefs, we have the opportunity to interact with and learn from those whose experiences, culture and worldview differ from our own.

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We do not all start at a place of being able to see and appreciate differences. For many of us in this community, we need to understand more about ourselves and our own cultures and values before we see what we have in common with people who are different from ourselves. From our commonalities we then need to focus on the unique contributions of each community member. Critics often interpret this as emphasizing how we are different – dividing rather than uniting us. We disagree as we believe that when we understand how our own and others' experiences shape our perspectives about and interactions with one another, we create a more open learning environment.

We also know that creating an inclusive campus is an on-going, complex process.

At Dickinson, we believe we have the ingredients in place to meet this challenge. At the core of this is a belief in our intentional and strategic approach, the willingness of the members of our diverse community to contribute, and a commitment to this priority from the Trustees, President Ensign and the Senior Leadership team. We also rely on our key strengths of collaboration and our proven willingness to connect across divisions and disciplines.

By providing a learning and working environment here on campus, each of us can practice the skills associated with belonging to and contributing to a truly inclusive environment. And that is where change takes place.

We are deliberately and thoughtfully approaching this work with a focus on the intersection between diversity, inclusivity and equity with intercultural learning and global education. We recognize there is a need to develop an intercultural skill set by each member of our community that moves us from self-awareness and recognition of difference to shifting our perspective to informed action and advocacy. This process is simultaneously individual and communal.

All of this requires a tolerance for ambiguity as we learn, question, reframe and take action. And, it is through this process that our diversity of ideas, perspectives, backgrounds, values and cultures come together in yet unimagined, creative ways. What we do know is that the end result is a thriving, connected community.

How did we get here?

From our founding when Benjamin Rush envisioned an education to "prepare young men for lives of service in the new democracy" to our most recent strategic planning process that reinforced "a useful education for the common good" we have been committed to providing an education that benefits both the student and the society at large.

We led the way on such radical notions as requiring our students to learn a language in addition to their primary language, to complete a course whose content is not based on Western thought and tradition, and one that focuses on the diversity within the US with an emphasis on power and privilege. We also have a well-established commitment to and support for creating a global campus that includes sending students abroad and bringing international faculty, students and coursework on to our campus in Carlisle. Early in this century, we made the decision and developed a successful strategy to increase the diversity of our student body. And, we remain strongly committed to our on-going efforts to increase the diversity of our employees.

The work of the Center for Global Study and Education and the newly renamed Office of Equity & Inclusivity have offered programming that raises awareness and increases understanding about the rich diversity of cultures in our community and beyond as well as support services for our historically underrepresented community members.

All of this work laid a strong foundation for the arrival of President Ensign in 2017 who challenged us to focus even more intentionally on developing the intercultural competency of our community members. The Intercultural Competency Task Force was formed in 2017-18 to determine the plan for us to achieve this important goal. Members of the Task Force recognized that in order for us to see progress, our strategy needed to focus on inclusivity. By doing so, we recognize the importance of increasing our intercultural knowledge experiences along with understanding issues of power and privilege that exist across difference. Our learning synchronized with the strategic planning committee's work when in Fall 2018 the college's Strategic Framework was finalized identifying as a key priority – "Institutionalize Inclusivity".

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Also, in fall 2018, we combined the President's Commission on Diversity, the President's Commission on Women's, Gender, and Sexuality, and the Intercultural Competency Task Force into The President's Commission on Inclusivity (PCOI). Combining the inter-related work from the three entities into a single commission allowed us to coordinate our work and leverage our limited resources. Once the priorities of the Strategic Framework were approved by the campus community in fall 2018, PCOI identified key goals and priorities to form the foundation of our Inclusivity Strategic Plan.

In the summer of 2019, faculty, staff and students met to develop this plan, which will serve as a roadmap to:

- Coordinate our work with the Center for Global Study and Engagement strategic plan, the Interfaith strategic plan, the Student Life strategic plan, and the overall plan of the college currently articulated in the Strategic Framework.

- Identify our priorities and the resources necessary to achieve the specific action item.

- Serve as a tool to measure our progress on individual goals and toward the overall goal.

- Communicate to our internal and external community our commitment to and the importance of this work.

Our immediate priorities

PCOI will focus its work this year on Goal #2 "Expand and deepen learning and skill development for all members of the community." Building on the programming already developed and in place, we will develop a comprehensive catalogue of learning opportunities that meet the needs of our community.

Goal #1: *Embed inclusivity in the college culture*

OBJECTIVE 1.1: Understand campus climate & community by gathering experiences, perceptions and knowledge from community members to establish baseline of the campus climate and institutional culture.

– Develop and Administer Employee Campus Climate Survey

– Identify, gather and analyze quantitative and qualitative information from students and alumni regarding climate and inclusivity

– Catalog the array of programming on inclusivity topics

OBJECTIVE 1.2: Evaluate institutional policies, protocols and structures to build a more culturally inclusive and interconnected campus, community and world.

– Conduct institutional self-analysis of inclusivity-related policies and procedures using self-study guides from recognized leaders in the field (AACU, etc)

– Identify areas where a change to policies and/or procedures is necessary for an inclusive campus

OBJECTIVE 1.3: Evaluate theory(ies) and best practices to inform policies and actions; contribute to field of diversity and inclusivity in higher education based on our experiences.

– Conduct on-going research- and literature reviews of relevant policies and actions

– Attend professional conferences and provide substantive report and recommendations

– Share best practices and learning of our D&I policies and actions with higher education community

Goal #2: *Expand and deepen learning and skill development for all members of the community.*

[refers to Strategic Priorities V.2 and V.3; Strategic Priority II.3**; Intercultural Competence and Inclusion (ICI) Goal of CGSE Strategic Plan***]

OBJECTIVE 2.1: Implement a comprehensive approach to involve all areas of the college.

– Establish learning outcomes and the associated intercultural competency skills for introductory, intermediate and advanced learning opportunities.

– Develop learning opportunities in various modes of delivery to address unmet needs by topic, level (intro, inter, adv), constituency (faculty, staff, students)

– Identify appropriate external learning opportunities and secure resources for faculty, staff, students to attend

– Develop and implement a campus-wide system of tracking of the various learning opportunities.

– Develop guidelines for effective use of the Intercultural Development Inventory (IDI)

OBJECTIVE 2.2: Increase learning and skill development around values shared by ethics, civic engagement and inclusivity.

– Identify and prioritize shared values embedded in Dickinson's commitment to ethics, civic engagement and inclusivity. Inventory campus and community opportunities that promote learning and skill development around these shared values.

– Identify redundancies and gaps in the current programming on ethics, civic engagement and inclusivity.

– Eliminate these gaps and redundancies.

– Design a curriculum that links programs on the shared values prioritized by Dickinson's commitment to ethics, civic engagement and inclusivity.

Goal #3: *Cultivate a diverse campus community that is reflective of the broader world.*

OBJECTIVE 3.1: Attract and retain a diverse student body

– Synthesize and inventory current cohort and pipeline programs.

– Develop and deliver scaffolded inclusion training modules and/or IDI assessment.

– Identify institutional factors that affect attracting and retaining minoritized/under-represented/marginalized students. Build capacity through support for mentoring and affinity-based groups.

– Leverage opportunities to build community among students and between students, faculty and staff

– Identify opportunities to collectively recognize faculty, staff and students for mentoring and community building. Support and recognize contributions to the community by affinity groups.

OBJECTIVE 3.2: Attract and retain a diverse faculty

– Build a greater recruitment reach to foster a more diverse applicant pool in order to identify the best qualified candidates to move us towards an inclusive campus.

– Require implicit bias training for all search committees.

– Develop and deliver scaffolded inclusion training modules and/or IDI assessment.

– Build capacity through support for mentoring and affinity-based groups to foster deeper connections and build meaningful relationships between faculty, staff, students, and alumni.

– Leverage opportunities to build community among students and between students, faculty and staff

– Identify opportunities to collectively recognize faculty, staff and students for mentoring and community building.

– Identify institutional factors that affect attracting and retaining minoritized/under-represented/marginalized faculty.

OBJECTIVE 3.2: Attract and retain a diverse staff

– Build a greater recruitment reach to foster a more diverse applicant pool in order to identify the best qualified candidates to move us towards an inclusive campus.

– Require implicit bias training for all search committees.

– Develop and deliver inclusion training modules and/or IDI assessment.

– Leverage opportunities to build community among students and between students, faculty and staff

– Build capacity through support for mentoring and affinity-based groups to foster deeper connections and build meaningful relationships between faculty, staff, students, and alumni.

– Identify opportunities to collectively recognize faculty, staff and student mentoring and community building.

– Identify institutional factors that affect attracting and retaining minoritized/under-represented/marginalized staff.

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Actions that apply to the entire Inclusivity Strategic Plan

Assessment

- Develop a comprehensive assessment plan to evaluate policies that support inclusivity, identifies structures that work against inclusivity.

- Develop a comprehensive plan to evaluate the effectiveness of inclusivity programming and individual learning.

- Establish schedule to conduct climate surveys for students and employees on a regular basis.

- Deliver a comprehensive annual report on progress made on this plan.

Budget & Fundraising

- Create and sustain a budget that effectively supports the inclusivity strategic plan

- Develop a budget that identifies the resources necessary to achieve goals and objectives

- Submit a proposal to the Revolutionary Challenge to support aspect(s) of the inclusivity strategic plan

Communication

- Identify and implement appropriate communication strategy (internal and external) for the inclusivity strategic plan

- Create an explicit presence of diversity/inclusion resources, initiatives and other relevant information for both internal and external audiences

Strategic Priorities from the Framework that interconnect

*Strategic Priority I.2

- Develop and maintain enrollment management plans that include sustainable strategies for domestic and international recruitment, that expand our enrollment and increase retention and net revenue while ensuring academic excellence and diversity (Oct. 2018/on-going).

**Strategic Priority II.3

- Embed ethics and inclusion, and expand civic engagement across the campus (June 2019/on-going)

***Intercultural Competence and Inclusion (ICI) Goal of CGSE Strategic Plan

- Support and enable efforts on campus for Dickinson to become a living learning laboratory for building intercultural competence leading toward a more inclusive community.

[Will add in connections to the Interfaith Strategic Plan and Student Life Strategic Plan when we receive them.]