

## **President's Commission on Inclusivity Report for 2018-2019**

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**Co-chairs:** Brenda Bretz and Sam Brandauer

**Members:** Jeremy Ball, Katherine Barter '20, Donna Bickford, Keson Bullock-Brown '19, Jess Howard, Donna Hughes, Marni Jones, Ebru Kongar, Erica Lawrence, Liz Lewis, Kat Matic, Amy McKiernan, Connie McNamara, Dennette Moul, Sara Niebler, Rachel Prince '21, Maria Ritchey, Kristina Rodriguez, '19, Andres Salazar '21, Amaury Sosa, and Vincent Stephens

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### **The purpose and scope of PCOI:**

1. Serve as a resource for the faculty, staff, and students in their respective responsibilities to meet the college's goal to be inclusive,
2. Be empowered to make recommendations to the appropriate all-college governance bodies,
3. Direct and monitor our progress toward achieving our goal to institutionalize inclusivity.

In fall 2018, the college's Strategic Framework was finalized. Included in the Framework is the priority: **Institutionalize Inclusivity**. Developing a strategy to achieve that priority set the Commission's agenda for the past year.

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.

To move forward on multiple priorities simultaneously, we established subcommittees. The subcommittees are empowered to address relevant issues, recommended strategies to execute actions, and make recommendations to PCOI for implementation.

The initial work of the subcommittees was focused on agenda items still pending from the previous Commissions:

- Healthy masculinities programming
- Implicit bias workshops and implicit bias awareness
- Work with FPC to update policy on harassment in the academic handbook
- Address invisible service by underrepresented staff and faculty
- Develop a communication strategy, particularly with faculty
- Increase marketing of the initiative on and off campus

### **Additional PCOI priorities were added during the 2018-19 year as the work of the subcommittees progressed and as we responded to current events on campus:**

- Update the ASKS (from January 2016) and communicate to the campus community
- Create/launch an Employee Climate Campus Survey
- Establish the best approach to faculty development for inclusive classrooms

Working in subcommittees allowed us to meet a key goal of expanding the reach of the commission and including many voices since most subcommittees include interested

individuals from across campus in addition to PCOI members. In addition, we could be working on multiple priorities simultaneously. Subcommittees created proposals that were then discussed with, and as appropriate, approved by the full commission.

We established consensus about how to achieve our goals and devoted much of our attention to developing the structure to support this work. It is critically important to establish this strong foundation so that we can create and sustain an inclusive campus environment.

### **PCOI Actions taken during 2018-19:**

#### *Institutional Self-Assessment/Campus Climate Study:*

Using established self-evaluation tools<sup>[1]</sup>, we are examining our policies and procedures to identify those that are conducive to an inclusive environment and those that need to be revised.

Because we have a wealth of information we've collected from students, we gathered the quantitative and qualitative data from students via surveys, interviews and focus groups, to provide a deeper understanding of the student experience.

Such evidence did not exist for employees. Therefore, the Underrepresented Faculty and Staff Subcommittee drafted an employee campus climate survey. After intensive testing and review, the survey was administered to the campus in April 2019.

Findings and recommendations will be shared with the community during Fall 2019.

#### *Learning Opportunities:*

We conducted an inventory of learning opportunities/events to have clear understanding of what we are offering and to inform planning to address gaps. We also created an organizing structure for all learning opportunities, including both structured with learning outcomes (ex: workshops) and those that do not need that level of structure (ex: guest speaker/lecture). To support a comprehensive approach to campus learning opportunities, we established learning outcomes for this programming at the introductory, intermediate and advanced levels, and mapped the appropriate intercultural competency skills to those levels. These have been approved by PCOI and distributed to individuals on campus who deliver programming to apply to their program design.

We are committed to evaluating theories and best practices in the field to inform our policies and actions. To that end we are developing a library that contains innovative ideas, evidence-based actions from leaders in the field of inclusivity and intercultural competency. And, we support the work of our community members who contribute to the field based on research and experiences.

#### *Communication:*

Finding an efficient and informative way to share what we are doing with the campus has been a priority for us and we are working on a strategy for more effective communication of our work. To date, we have:

- created a webpage for PCOI and posted the basic information about our definition for inclusivity and our expectations for campus.
- launched a new section of the page entitled “Dickinson Listens” which provides the full list of ASKS from the students in 2016 and how the college has responded. We had an info campaign for several weeks meant to raise awareness of the website and inviting input and suggestions via a live email link on the page.
- Marketing and Communication has featured a number of individuals and covered events in Dickinson Today and on the home page related to inclusivity activity on campus.

*Inclusivity Strategic Plan:*

Incorporating the work of the subcommittees and commission, and identifying areas of intersection with other offices’ plans, we identified the goals and objectives for the *Inclusivity Strategic Plan* to meet the Strategic Priority: Institutionalize Inclusivity:

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

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

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

**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.

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

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

**Objective 2.2:** Increase learning and skill development around values shared by 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

**Objective 3.2:** Attract and retain a diverse faculty

**Objective 3.3:** Attract and retain a diverse staff

We established the Inclusivity Strategic Plan Subcommittee which is working over the summer to complete the action items for the plan, finalize the inclusivity definition, and articulate the inclusivity mission and vision statements. The group will present a final product to the commission and the campus in fall 2019.

The commission discussed and made recommendations on several important inclusivity-related matters during the past year:

- We worked closely with with FPC and APSC to develop Expectations for Faculty Development regarding Inclusive Classrooms. This was included in the May 2019 faculty meeting packet and will be discussed at the September 2019 faculty meeting.
- Approved the HUB Inclusive Restroom Proposal that gender inclusive restroom(s) be available in the HUB. This was forwarded to President’s Staff with our recommendation for implementation.

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**Preliminary agenda items for 2019-2020 academic year include:**

- Approval, communication and implementation of the Inclusivity Strategic Plan, inclusivity definition, and the mission and vision statements.
- Acting on a proposal from Matt Pinsker/House Divided on a proposal to rename Cooper Hall to recognize a former employee or alumna/ae of color.

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[1] AACU, Library, Pride, CAS