

# Diversity, Equity & Inclusion Planning Team Report

Submitted April 18, 2019

## Introduction

The [Diversity, Equity & Inclusion \(DEI\) Planning Team](#) was appointed by Fr. Boroughs in mid February, 2019. This group was charged with developing a strategic plan for improving our campus climate with respect to diversity, equity and inclusion. Our initial charge was provided within the following framework:

The plan should include concrete steps to:

- Promote and foster an inclusive campus climate;
- Address specific concerns related to race and ethnicity, sexual orientation, gender identity, national origin and religious identity; and
- Recruit and retain diverse faculty, staff and students.

The plan should include recommendations and goals in each of the following areas:

- Education and Training for faculty, staff and students;
- Resources and programming to address the unique issues, needs and circumstances of community members who have been historically marginalized; and
- Policies and procedures to support the development of a more diverse and inclusive campus community at all levels.

The Planning group met every week from mid-February through mid-April for 1-2 hours. We initially brainstormed a list of the most pressing issues facing our campus, collected them within a google doc, and organized them by themes. We created four sub-committees to handle each of the four emerging themes. Each sub-committee further investigated the issues identified (whenever possible), brainstormed solutions, and refined our collective ideas over the last four weeks of our time together. Additionally, the DEI Planning Team and the [Sexual Respect & Conduct Planning Team](#) shared our working draft documents with each other, and met together to get preliminary data on the Campus Climate survey, discuss our emerging reports and to brainstorm parallel or convergent strategies.

## Limitations

It is important to note that both Planning Teams were aware of the sense of urgency around the topics that we were trying to address. The eight-week timeline created significant limitations. For most of our goals, we tried to gather information about what sort of work was already happening in that area. However, in some cases, we were not able to gather information about the effectiveness of our current strategies. We also note limitations on existing DEI data that is available, time to review what is available, and the timeline of the Campus Climate Survey that ran concurrently with our planning process. Additionally, in most cases, we did not have the time to discuss the timeline or feasibility of the strategies that we have proposed with relevant partners.

As a result, the strategies proposed below are the culmination of our collective thinking based on the information available to us. We recognize that working groups or committees that will be charged with implementing these strategies might need to modify the strategies listed below or propose new ones to meet the goals identified in this report. We do recommend that rationales for changes to any proposed strategies should be discussed in any future reports for transparency reasons.

The Planning Team also felt that it was important that mechanisms be put in place to oversee the implementation and progress of this plan. **We strongly urge the creation of a DEI Implementation Team** that could be charged with the following mandate:

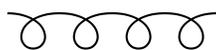
- Appoint committees or working groups (in accordance with the timelines listed in Appendix B) to work on one or more specific strategies listed below
- To monitor the progress of such working groups and to serve as resource for them
- Determine the balance of urgency and feasibility of the tasks outlined for each semester; Prioritize the tasks, and make alterations to the suggested timeline, as needed
- Collect new goals or strategies that might emerge, and to revise timelines, goals and strategies when warranted; This document should be treated as a working guide, not a fixed or complete strategic plan
- Provide updates to the campus community on the progress made to date at the start of each semester
- Establish benchmarks to assess if these plans are improving our overall stated goals of improving our campus climate and ensuring equity and inclusion within our campus community

## Four Thematic Areas

We broadly grouped our goals under one of four recurring themes:

1. **Education:** Goals centered around programing to raise awareness and promote dialogues
2. **Infrastructure:** Goals that enhance structural supports for DEI initiatives
3. **Equitable Access:** Goals that address institutional or historic barriers for full participation and inclusion
4. **Institutional Stance:** Goals that clarify or amplify the College’s commitments for diversity, equity and inclusion

We also identified a set of goals that supersede the four thematic areas identified in this plan. These goals are listed in the “**Meta Goals**” section at the beginning of this document.



## Goals & Strategies

### **Meta Recommendations: Organizational Structure & Support for Diversity, Equity and Inclusion Work**

Conversations between the DEI working group and the Sexual Respect working group have highlighted the need for centralized efforts around education, support and policy work. This is complemented by existing structures that do the compliance work of investigations and responding to violations of policy. We feel strongly that these two areas need to be separate but charged with working together on a regular basis. Our discussions focused on the need for central coordination of these efforts, recognizing that those coordinating these efforts need to be able to act with institutional authority and support. **The College should create an overall organizational infrastructure that supports Diversity, Equity and Inclusion initiatives at the College.**

*Strategy #1:* Establish a periodic external review of the DEI structure/personnel and strategic goals to determine the effectiveness of the current structure; Initiate such a review during the 2019-2020 academic year. This review should consider the effectiveness of a creating a VP level position responsible for a DEI strategic planning and operations or propose a different structure that would meet these goals.

*Partners:* President's Office, Board of Trustees, Academic Affairs, Dean for Diversity, Equity and Inclusion, Human Resources, Student Affairs, OME, Administration and Finance

*Timeline:* Conduct the review in early Spring 2020; Implement recommendations in Summer 2020.

*Strategy #2:* Enhance transparency and accountability through campus benchmarking reports

*Partners:* President's Office, Board of Trustees, Dean for Diversity, Equity and Inclusion, Human Resources, Student Affairs, Administration and Finance

*Timeline:* Academic Year End, annually, projected timeline to start in Academic Year 2020-2021

*Strategy #3:* Create a DEI Plan implementation group to coordinate the recommendations in this report, and provide campus updates at the end of each semester

*Partners:* President's Office, Dean of Diversity, Equity and Inclusion, Human Resources, Student Affairs, Administration and Finance

*Timeline:* Start Summer of 2019; Continue through until Summer 2022

*Strategy #4:* Engage the Board of Trustees on DEI issues; Create mechanisms for formal and informal updates for the Trustees

*Partners:* President's Office, Board of Trustees, Executive Team

*Timeline:* Fall 2019 & ongoing



## **Theme One: Education**

### **Goal #A-1: Increase participation of all students in educational programming with a special focus on encouraging active upstander behaviors and other forms of allyship.**

*Strategy #1:* Implement Montserrat 4<sup>th</sup> hour program to create learning and discussion opportunities for all first-year students about critical and timely issues. Require a series of 6-8 workshops with a focus on understanding the College's mission, diversity, equity and inclusion related topics, including sexual respect and bystander training. (Additional suggestion: investigate how faculty, staff and/or external facilitators might include RAs and MPEs in co-facilitating these discussions/trainings)

*Partners:* Montserrat Faculty, Student Affairs, Office of Diversity and Inclusion, Title IX, Office of Multicultural Education, Chaplains Office

*Timeline:* Pilot a couple of workshops in Fall 19 & Spring 20; Design more comprehensive program over Spring 20/Summer 20; Implement full workshop schedule in Fall 20

*Strategy #2:* Create greater visibility for ally groups such as Partners in Action (white students interested in working on issues of race and racism) and Male Involvement Coalition (male students interested in issues of gender-based violence)

*Partners:* Student Affairs, Office of Multicultural Education, Office of Diversity and Inclusion

*Timeline:* December 2019

*Strategy #3:* Develop or revise existing residential life curriculum with a goal centered around diversity and inclusion. Train staff to develop their own skills, and how to facilitate dialogues/workshops on these topics.

*Partners:* Student Affairs, Office of Multicultural Education, Residential Life

*Timeline:* Design over summer 2019; Implement Fall 2019

*Strategy #4:* Revise and redesign current efforts during orientation programs aimed at building community, and recognizing and validating all identities

*Partners:* Office of Student Involvement, Office of Multicultural Education, Office of International Students, Academic Services and Learning Resources

*Timeline:* Design over fall 2019 and spring 2020, implement in summer 2020

### **Goal #A-2: Provide campus constituents with continued training and resources to facilitate difficult conversations related to DEI issues**

*Strategy #1:* Make the ENGAGE Summit an annual conference that brings the campus together for an opening event and then offers multiple tracks of programming, training, skill building, multicultural competence development, etc.

*Partners:* Student Affairs, Academic Affairs, President's Office, Athletics, Human Resources, Student Government, Marketing and Communications, Office of Multicultural Education, Office of Diversity and Inclusion

*Timeline:* Consider logistics, including scheduling issues, over Fall 19; Implement in Fall 20

*Strategy #2:* Provide a variety of free courses/trainings on diversity, equity and inclusion and make available to all faculty and staff on DEI topics (i.e. unconscious bias, intercultural awareness, bystander intervention, etc.)

*Partners:* Office of Diversity and Inclusion, Human Resources, Academic Affairs, Office of Title IX Initiatives

*Timeline:* Design over fall 2019 and spring 2020, implement in summer 2020

*Strategy #3:* Explore the possibility of creating “Diversity, Equity and Inclusion Advocates” within each department to promote and support equity, diversity, and inclusion efforts at the departmental level.

*Partners:* Office of Diversity and Inclusion, Human Resources, Academic Affairs, Student Affairs

*Timeline:* Summer 2021

### **Goal #A-3: Better integration of participants in pre-orientation programs into the wider student population**

*Strategy #1:* Consider shared social events with all three pre-orientation programs (Passport, ISO, Odyssey) and first-year athletes before fall Gateways

*Partners:* Academic Services and Learning Resources, Office of Student Involvement, International Office, Office of Multicultural Education, Athletics

*Timeline:* Implement over Summer 2019

### **Goal #A-4: Bridge the gap between athletes and non-athletes by fostering a community which allows for students to take pride in all aspects of their identity**

*Strategy #1:* Explore the creation of a “Student Athletes for Diversity and Inclusion” group (similar to the setup of the Student-Athlete Advisory Committee ). Each team could have 1-2 representatives who would identify campus events and opportunities that would allow their team members to engage in DEI conversations.

*Partners:* Athletics, Office of Multicultural Education, Office of Student Involvement

*Timeline:* Design over Fall 2019; Implement in Spring 2020



## **Theme Two: Infrastructure**

### **Goal #B-1: Enhance support structures for LGBTQ students**

*Strategy #1:* Hire a full-time staff person in Student Affairs with responsibilities to serve LGBTQ students

*Partners:* Student Affairs, OME, Human Resources

*Timeline:* Post position in summer 2019, Position starts by August 1, 2019

*Strategy #2:* Create a working group to assess policy and practice enhancements for LGBTQ students, faculty and staff with particular emphasis on Transgender & Gender Non-Conforming individuals. Specific attention might be warranted for policies and procedures on official records (e.g. name changes, diplomas, class rosters, etc.) and access/equity (e.g. athletics policies, housing assignments, health care, etc.).

*Partners:* ODI, OME, Registrar's Office, Housing, Student Affairs, HR, Chaplains

*Timeline:* Form working group by October 1, 2019; Report due by March 1, 2020

*Strategy #3:* Update the Campus Pride LGBTQ Campus Climate Index & use the results to identify gaps in policies and processes

*Partners:* Office of Diversity and Inclusion, Student Affairs, HR, Office of Title IX Initiatives

*Timeline:* Complete by December 2019

**Goal #B-2: Create a central support & funding mechanism to support students' financial needs beyond items covered by financial aid (e.g., clothing for interviews, copays for emergency dental work, travel home for family related emergency, etc.)**

*Strategy #1:* Several pots already exist, and students might go from office to office to have their needs met. Instead, consider consolidating all these pots and form a small ongoing committee that will be attentive to the needs of students. For more ideas, please visit [www.hamilton.edu/seas](http://www.hamilton.edu/seas)

*Partners:* Student Affairs, ODI, Financial Aid, Admin/Finance, Chaplains, Class Deans, OME

*Timeline:* implement by Spring 2020

*Strategy #2:* Approach the trustees to create a small endowment to further support these needs.

*Partners:* Advancement, Student Affairs, Chaplains

*Timeline:* Spring 2020

**Goal #B-3: Increase faculty mentoring support for historically marginalized faculty members (for development and retention purposes)**

*Strategy #1:* The College should invest in an institutional membership with the National Center for Faculty Development & Diversity

*Partners:* Provost, Deans of Faculty, Dean for Diversity, Equity & Inclusion

*Timeline:* Start July 1, 2019

*Strategy #2:* Enhance opportunities for historically marginalized faculty members to gather and have formal and informal discussions and opportunities for professional development

*Partners:* Provost, Deans of Faculty, Dean for Diversity, Equity & Inclusion

*Timeline:* Start Fall 2020

**Goal #B-4: Create more visibility on campus and connection to their home cultures for International Students**

*Strategy #1:* Install international flags on campus and use them at key events (e.g. graduation)

*Partners:* Office of International Students, Physical Plant

*Timeline:* Already begun in January 2019; Implement Summer 19

*Strategy #2:* Implement the following recommendations from the International Students Survey (note: these were discussed and endorsed by International Students during a feedback session in January 2019)

- Offer workshops and ongoing training for faculty to address challenges of classroom participation, and how to encourage dialogue between “local” and international students
- Create opportunities to bring faculty and students together outside the classroom
- Explore a peer-to-peer mentoring program (especially for 1st-year students) to cultivate social interactions between "local" and international students
- Encourage student organizations to be intentional about inviting international students to join their groups
- Enhance community recognition of international students, e.g., cultures, holidays, an International Student Week
- Enhance opportunities for "local" and international students to come together to discuss diversity and inclusion related topics
- Highlight the presence and accomplishments of international students on the College's social and print media
- Increase global cuisine offerings in campus eateries, including student recipe suggestions

*Partners:* Office of International Students, Office of Diversity and Inclusion, Student Affairs

*Timeline:* Start Fall 2019, Implement by Spring 2020

**Goal #B-5: Create a more welcoming or inclusive experience for commuter student population. Find out the issues they face in their experience as commuter students. Learn how their experience can be improved, or what accommodations are still needed.**

*Strategy #1:* Create a Commuter Student Association (CSA)

*Partners:* Student Affairs, SGA

*Timeline:* Initiate in August 2019

*Strategy #2:* Develop a commuter student base meal plan

*Partners:* Dining Services, Student Affairs

*Timeline:* Aim to provide in AY 2020-21

*Strategy #3:* Provide a commuter lounge, where they can have a private place to store their belongings (books, bag, gym clothes, etc.) and fridge to store their food

*Partners:* Auxiliary Services (if in Hogan), Student Affairs

*Timeline:* Summer 2020

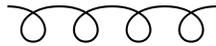
**Goal #B-6: Bring diverse and inclusive dining options to campus.**

*Strategy #1:* Recommend an ad hoc committee to review & discuss feasibility of the following recommendations:

- Bring Kosher dining options to campus.
- Consider creating a permanent "International Foods" station in Kimball where international cuisine can be highlighted daily.
- Healthier dining options at dining locations that are open late night, especially for athletes who do not get to eat until late after practice.
- Equitable vegetarian & vegan options at all dining locations on campus (students should not feel that they have to pay extra more for their dietary restriction or that they only have one option to choose from).

*Partners:* Athletics, SGA, Office of International Students, Dining Services

*Timeline:* Ad hoc committee to meet in Academic Year 2019-2020 with recommendations for changes for the 2020-2021 academic year.



**Theme Three: Equitable Access**

**Goal #C-1: Students of minority groups should be directed to resources to help them work through possible cases of imposter syndrome**

*Strategy #1:* Tackle this directly through Passport, Odyssey and the Mentor Program. Consider increasing the number of peer mentors. Additionally, consider changing the name and location of the Academic Services & Learning Resources Office to make it more attractive (such as the Office of Academic Success).

*Partners:* Academic Services & Learning Resources, OME, Orientation Programs

*Timeline:* Summer of 2020

*Strategy #2:* Educate First Year Advisors about imposter syndrome and how to combat it

*Partners:* FYA program, Class Deans, ODI, OME

*Timeline:* Design for Fall of 2019; Implement for Spring 2020

**Goal #C-2: Maintain and expand opportunities for historically marginalized students to be in contact with faculty, staff & alumni with shared identities, or those who are allies and can act as mentors**

*Strategy #1:* Assess the effectiveness of existing mentoring programs (e.g. HCF1RST, LGBTQ Faculty Mentoring Program); Continue, revise or expand these programs, as needed

*Partners:* OME, Student Affairs, Outfront, Office of Diversity & Inclusion

*Timeline:* Summer 2020

*Strategy #2:* Expand the Social Justice Retreat to really capture different constituencies, including faculty, staff, and allies; Make it a more powerful, bigger and well-advertised event

*Partners:* OME, Student Affairs, Chaplains' Office, CBL

*Timeline:* Spring of 2020

*Strategy #3:* Enhance networking and mentoring opportunities for historically marginalized students to connect with Alumni affinity groups

*Partners:* OME, Alumni Office, Student Affairs, Career Development, Bishop Healy Society, LGBTQ Alumni Affinity Group

*Timeline:* Spring of 2020

**Goal #C-3: Encourage students of historically marginalized backgrounds to participate in the “full life” of the college, including experiential learning, the honors program, and organizations/opportunities where they have been historically underrepresented**

*Strategy #1:* A pilot “Student Nominations Working Group” came out of the Office of Diversity Equity and Inclusion in the Fall of 2018. The goal was to identify gaps in participation by underrepresented students and encourage them to apply for opportunities they might not otherwise consider or apply for. This group should be more formally instituted. The working group should consider enhancing faculty advising skills around these topics.

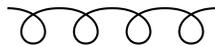
*Partners:* Office of Distinguished Fellowships and Graduate Studies, Office of Diversity and Inclusion, Class Deans, OME, Faculty Representation, Student Affairs

*Timeline:* Create group by December 2019

*Strategy #2:* Expose students to these opportunities early on, through Passport, Odyssey and Peer Mentoring Program, and ask upperclass students to share their experiences with first year students.

*Partners:* Academic Services & Learning Resources, OME, Orientation Programs

*Timeline:* Summer 2019



**Theme Four: Institutional Stance**

**Goal #D-1: Recognize, address and create more dialogue around the current and historic tensions on the stance of the Catholic Church in relation to the LGBTQ Community**

*Strategy #1:* Work with AJCU institutions to investigate best practices and policies around LGBTQ inclusion. Consider exploring the creation of a joint AJCU statement of support and welcome for members of the LGBTQ community.

*Partners:* AJCU central office, AJCU networks of Presidents, AJCU VPSAs, AJCU Diversity Officers, AJCU Campus Ministers, etc.

*Timeline:* 2020-2021 Academic Year

*Strategy #2:* Continue programming and dialogues on the intersectionality of faith and LGBTQ identities.

*Partners:* Chaplains’ Office, ODI, Student Affairs, Pride, Outfront

*Timeline:* Currently underway - one program held each semester this year. Continue one program each semester going forward.

*Strategy #3:* Create an inventory of courses with substantial coverage of LGBTQ Issues. Identify sub-set of courses that create more education and dialogue on the intersection of faith and sexuality.

*Partners:* Dean of Faculty, Dean for Diversity, Equity and Inclusion, Registrar's Office, Faculty Curriculum Committee

*Timeline:* Spring 2020

*Strategy #4:* Enhance our public coverage and representation of the work done professors and students on issues of diversity, LGBTQ issues, social justice, etc.

*Partners:* Marketing & Communications, Admissions, Advancement

*Timeline:* Beginning summer 2019

**Goal #D-2: Create opportunities for discussions of diversity, equity and inclusion in Montserrat, STEM fields and social sciences.**

*Strategy #1:* Enhance the first-year retreat program to incorporate meaningful opportunities for dialogue and community-building across identities.

*Partners:* Chaplains' Office, Diversity Equity and Inclusion Office, Student Affairs, Montserrat Director

*Timeline:* Summer 2019 - Fall 2019

*Strategy #2:* Enhance opportunities for further discussion on diversity, equity and inclusion topics in STEM and Social Sciences

*Partners:* Department Chairs, Interdisciplinary Program Directors, Academic Services & Learning Resources, Deans of Faculty, Office of Diversity & Inclusion

*Timeline:* Summer 2020 for initial conversations; Implement dialogues starting Fall 2020

**Goal #D-3: Enhance options for reporting and addressing bias or misconduct on the part of faculty and staff ranging from minor to significant violations, including non-Title IX violations.** (Note: Early results from the Campus Climate Survey indicated that students reported feeling discomfort as the target of microaggressions, but that it "didn't seem important enough" for our current reporting system, which is viewed as very formal. Faculty, especially untenured, may also feel uncomfortable with current reporting options which may seem too extreme.)

*Strategy #1:* Work with faculty governance structures (AGC, CFA) to further refine policies and procedures around discrimination and discriminatory harassment as they pertain to faculty misconduct, especially around non-Title IX issues. This work should include developing policies around progressive discipline for faculty. Consider creating pathways for informal and semi-formal resolutions in non-Title IX related cases. (Note: Title IX policy already covers policies and procedures, including semi-formal resolutions).

*Partners:* Academic Governance Council (AGC), Committee on Faculty Affairs (CFA), Provost's Office, Office of Diversity & Inclusion, HR, Class Deans

*Timeline:* Summer 2019 for initial conversations; Implement policies in Fall 2019

*Strategy #2:* Create mechanisms for senior College officials charged with Diversity, Equity and Inclusion work and those in charge of upholding policies & investigatory processes to come together and discuss if there are any common patterns of misconduct. If emerging themes are identified, this group should work to create more education and accountability measures to address these behaviors.

*Partners:* Director of Human Resources, Provost, VP/Dean of Student, Title IX Coordinator, Dean for Diversity, Equity and Inclusion, Chief of Public Safety

*Timeline:* 2019-2020 Academic Year to initiate these conversations; Ongoing after that

*Strategy #3:* Emphasize the department chair's role in encouraging inclusive environments within a department's culture. Enhance training for department chairs to act as intermediaries between reporting faculty and responding faculty. Enhance skill building opportunities for department chairs to be able to address issues within the department or refer them to the appropriate channels when needed.

*Partners:* Provost, Deans of Faculty, Department chairs, Office of Diversity and Inclusion, Title IX

*Timeline:* Summer/fall 2019; Ongoing after that

#### **Goal #D-4: Engineer more de-segregated spaces on campus.**

*Strategy #1:* Work with the room assignment process for first-year students to maximize diverse communities. Follow up with hall staff (student and professional) training and residence education programming focused on community-building, restorative practices, and inclusion.

*Partners:* Residence Life and Housing; Chaplains' Office

*Timeline:* Summer 2019

*Strategy #2:* Enhance opportunities for meaningful engagement and dialogue across difference by especially focusing on physical space (e.g. Hub, Kimball), or through targeted programming that invites different communities to be in dialogue with one another

*Partners:* Gateways Orientation; Office of Multicultural Education; Student Affairs staff; Montserrat; Chaplains' Office

*Timeline:* Spring 2020

#### **Goal #D-5: Assess and revise human resource policies that cover the lifespan of employment with emphasis on recruitment, hiring, promotion and retention, professional development, and performance evaluation to attract, retain, and develop talented faculty and staff from diverse backgrounds.**

*Strategy 1:* Review and consider [CUPA-HR DEI Maturity Index](#) to assess DEI efforts on campus for clear baseline assessment and actionable recommendations

*Partners:* Human Resources, Office of Diversity and Inclusion, Administration and Finance, and engaging others as identified.

*Timeline:* Review fall 2019

*Strategy 2:* Evaluate current DEI metrics to measure the progress of HR DEI efforts around staff and faculty. Incorporate climate survey data to inform process and consider other College environmental reviews.

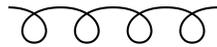
*Partners:* Human Resources, Office of Diversity and Inclusion, Administration and Finance, and engaging others as identified.

*Timeline:* Spring 2020

*Strategy 3:* Research and identify Best Practices for adjusting current HR policies to include evidence based recommended tools to prevent bias and promote equity in HR/business systems.

*Partners:* Human Resources, Office of Title IX Initiatives. Office of Diversity and Inclusion, Academic Affairs, General Counsel, Administration and Finance, Risk Management/Compliance, Faculty Governance

*Timeline:* Summer 2020; Implement Fall 2020



## Appendix A: DEI Planning Team Membership

1. Amit Taneja, Chair, Dean of Diversity, Equity and Inclusion / Chief Diversity Officer
2. L. Gabriela Avila-Bront, Assistant Professor, Chemistry
3. Robert Bellin, Professor, Biology
4. Danilo Antonio Contreras, Assistant Professor, Political Science
5. Alvaro Jarrin, Assistant Professor, Anthropology
6. Marybeth Kearns-Barrett, Director of Office of College Chaplains
7. Nadine Knight, Associate Professor, English
8. Maia Lee-Chin, Student, Class of 2021
9. Mable Millner, Associate Dean of Students for Diversity and Inclusion, Director of Multicultural Education
10. Kelly O'Brien, Programs Coordinator, Office of the Registrar
11. Lillian Puccia, Student, Class of 2019
12. Cheryl Rogers, Assistant Director, Deputy Title IX Coordinator
13. Kelly Saintelus, Director of Academic Services and Learning Resources
14. Brendan Sullivan, Interim Director of Athletics
15. Manuel Trejo, Student, Class of 2019, Student Government Association Co-officer of Diversity
16. Margaret Freije, *ex officio*, Provost and Dean of the College
17. Michele Murray, *ex officio*, Vice President for Student Affairs and Dean of Students

A special note of thanks to Mariel Aleman '18, Office Coordinator in Student Affairs, for providing administrative support and feedback throughout the process.

## Appendix B: Timeline of Suggested Strategy Implementation (Sorted by Semesters)

The committee organized the timeline of strategies by considering both a sense of urgency and the amount of time required to accomplish tasks. Some lower priority tasks may appear earlier on the timeline because they did not require significant investment of time. The timeline below repeats some strategies over different semesters so that we could visually see the scope of the work in each semester.

We reiterate that the DEI Implementation Team should determine the balance of urgency and feasibility of the tasks outlined for each semester, prioritize the tasks, and make alterations to the suggested timeline, as needed. A discussion of modifications to the timelines should be included in any public reports issued by the team.

### May 2019 – August 2019 (Summer 19)

Strategy #	Strategy Synopsis	Start	Implement
A-1-1	Montserrat 4 <sup>th</sup> hour (plan 2-3 workshops for 19-20)	May 19	Fall 20
A-1-3	Res Life Curriculum	May 19	Fall 19
A-3-1	Shared social events with pre-orientation programs & athletes	Summer 19	Summer 19
B-1-1	Hire Student Affairs staff person specifically for LGBTQ students	Summer 19	Aug 2019
B-3-1	Membership: Nat. Ctr. for Faculty Development & Diversity	July 19	July 19
C-3-2	Expose students early to “full life” on campus	Summer 19	Summer 19
D-2-1	Enhance first year retreat programs	Summer 19	Fall 19
D-3-1	Work with faculty governance structures (AGC, CFA)	Summer 19	Fall 19
D-3-3	Department chair’s role in fostering inclusive environments	Summer 19	Fall 19
D-4-1	Maximize diverse communities with rooming assignments	Summer 19	Summer 19

META- 2	Enhance transparency and accountability	Summer 19	Fall 20
META-3	Create DEI Plan implementation group	Summer 19	Ongoing

**September 2019 – December 2019 (Fall 19)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
META-3	DEI Plan implementation group		Ongoing
A-1-1	Montserrat 4 <sup>th</sup> hour (2 workshops)		Fall 19
A-1-2	Visibility for Ally Groups	Fall 19	Fall 19
A-1-4	Redesign Orientation: Build Community Across Programs	Fall 19	Summer 20
A-2-1	Request Faculty to vote on making ENGAGE Summit an annual event	Fall 19	Fall 19
A-2-2	Provide courses/trainings on DEI topics for faculty and staff	Fall 19	Summer 20
A-4-1	Student Athletes for Diversity and Inclusion	Fall 19	Spring 20
B-1-2	Form working group for LGBTQ issues – policies & practices	Oct 19	March 19
B-1-3	Campus pride LGBTQ Campus Climate Index & evaluate	Sept 19	Dec 19
B-2-1	Consolidating campus resources for students' financial needs	Fall 19	Spring 20
B-4-2	Implement recommendations from Int. Student Survey	Fall 19	Spring 20
B-5-1	Create Commuter Student Association	Fall 19	Fall 19

B-5-2	Develop a commuter student base meal plan	Fall 19	Fall 20
B-6-1	Ad-hoc committee for dining options	Fall 19	Spring 20
C-1-2	Educate faculty advisors about imposter syndrome	Fall 19	Spring 20
C-3-1	Pilot "Student Nominations Working Group"	Fall 19	Ongoing
D-2-1	Enhance first year retreat programs		Fall 19
D-3-1	Work with faculty governance structures (AGC, CFA)		Fall 19
D-3-2	Create mechanisms to discuss/address patterns of misconduct	Fall 19	Ongoing
D-3-3	Department chair's role in fostering inclusive environments		Fall 19
D-4-2	Engagement in physical spaces	Fall 19	Spring 20
D-5-1	Review CUPA-HR DEI Maturity Index	Fall 19	Fall 19
META-2	Enhance transparency and accountability		Ongoing
META-4	Engage Board of Trustees on DEI issues	Fall 2019	Ongoing

**January 2020 – May 2020 (Spring 20)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
META-3	DEI Plan implementation group		Ongoing
A-1-1	Montserrat 4 <sup>th</sup> hour (Plan for AY 20-21)		Fall 21
A-1-4	Redesign Orientation: Build Community Across Programs		Summer 20
A-2-1	Start Planning for Engage Summit in F20		Fall 20

A-2-2	Provide courses/trainings on DEI to faculty and staff		Summer 20
A-4-1	Student Athletes for Diversity and Inclusion		Spring 20
B-1-2	Complete work of LGBTQ issues–policies & practices		March 20
B-2-1	Consolidating resources for students’ financial needs		Spring 20
B-2-2	Approach trustees to create endowment	Spring 20	Spring 20
B-4-2	Implement recommendations from Int. Student Survey		Spring 20
B-5-2	Develop a commuter student base meal plan		Fall 20
B-5-3	Provide commuter lounge	Spring 20	Summer 20
B-6-1	Ad-hoc committee for dining options		Spring 20
C-1-1	Imposter syndrome through programming	Spring 20	Summer 20
C-1-2	Educate advisors about imposter syndrome		Spring 20
C-2-1	Assess effectiveness of existing mentoring programs	Spring 20	Summer 20
C-2-2	Restructure and relaunch social justice retreat		Spring 20
C-2-3	Mentoring/Networking with Alumni Affinity groups		Spring 20
D-1-3	Inventory on courses containing coverage of LGBTQ issues	Spring 20	Spring 20
D-4-2	Engagement in physical spaces		Spring 20
D-5-2	DEI Metrics/HR Metrics	Spring 20	Spring 20
META-1	Establish periodic external review for DEI	Spring 20	Summer 20
META_2	Enhance transparency and accountability		Ongoing

**June 2020 – August 2020 (Summer 20)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
META-3	DEI Plan implementation group		Ongoing
A-1-4	Redesign Orientation: Build Community Across Programs		Summer 20
A-2-2	Provide courses/trainings on DEI to faculty and staff		Summer 20
B-5-3	Provide commuter lounge		Summer 20
C-1-1	Address possible cases of imposter syndrome		Summer 20
C-2-1	Assess effectiveness of existing mentoring programs		Summer 20
D-1-4	Enhance public coverage/representation of students and professors diversity works	Summer 20	Summer 20
D-2-2	Enhance opportunities for DEI in STEM & Social Sciences	Summer 20	Fall 20
D-5-3	Best DEI Practices for HR (Review/Revise)	Summer 20	Fall 20
META-1	Respond to first external review for DEI done in Spring 20		Summer 20
META-2	Enhance transparency and accountability		Ongoing

**September 2020 – May 2021 (AY 2020-21)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
META-3	DEI Plan implementation group		Ongoing
A-1-1	Montserrat 4 <sup>th</sup> hour (Multiple Workshops)		Fall 20
A-2-1	Implement the first annual Engage Summit		Fall 20

B-3-2	Gatherings/Development for marginalized faculty		Fall 20
B-6-1	Ad-hoc committee for dining options		Spring 20
D-1-1	Work with AJCU Institutions	Fall 20	Spring 21
D-2-2	Enhance opportunities for DEI in STEM & Social Sciences		Fall 2020
D-5-3	Best DEI Practices for HR (Review/Revise)		Fall 20
META-2	Enhance transparency and accountability		Ongoing

**May 2021 – June 2022 (Summer 2021)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
META-3	DEI Plan implementation group		Ongoing
A-2-3	Explore creating “DEI Advocates” within each department	Summer 21	Summer 21
D-1-1	Work with AJCU Institutions		Spring 21

**Ongoing Strategies (Do Every Year/Semester Once Implemented)**

<b>Strategy #</b>	<b>Strategy Synopsis</b>	<b>Start</b>	<b>Implement</b>
A-2-1	Annual Engage Summit		Fall 20
C-3-1	Pilot “Student Nominations Working Group”	Fall 19	Ongoing
D-1-2	Programming/dialogues on faith and sexuality	Fall 19	Ongoing

D-3-2	Mechanisms to discuss/address patterns of misconduct	Fall 19	Ongoing
D-3-3	Dept. Chair's role in fostering inclusive environments	Summer 19	Ongoing
META- 2	Enhance transparency and accountability	Summer 19	Ongoing
META-3	DEI Plan implementation group	Summer 19	Ongoing
META-4	Engage Board of Trustees on DEI issues	Fall 2019	Ongoing

## **Appendix C: Recommendations for Items Beyond The Scope Of The DEI Planning Team**

The Planning Team identified some areas of concern around accessibility that were beyond the scope of our work. We are including some of these ideas below for consideration so that other campus working groups might be able to address these issues.

- Snow and ice clearing of sidewalks and parking lots (or lack thereof) on some parts of campus can make getting around campus more difficult for mobility-impaired individuals during the winter months.
- Look at campus wide accessibility to different buildings--mainly academic buildings because many do not have ramps or elevators accessible without getting through stairs first.
- Put handicap accessible door openers (the kind where you press a large button) at all door entrances over the course of the next 5 years.