

# Embracing Diversity While Maintaining Civility in Today's Liberal Arts Colleges

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# Panel sponsored by CCAS Committee on Liberal Arts Institutions

## **Focusing on:**

- Infrastructure and program development that facilitates enhancement of diversity in the students, faculty and staff, as well as retention
- Interdepartmental collaboration to celebrate diversity and maintain civility
- Engagement of student organizations to support and enhance academic programs
- Proactive strategies to maintain civility on campus in response to external or internal changes -- expected and unexpected
- Strategies to enhance campus climate for all
- Strategies to enhance the celebration of diversity in academic programs

# Eastern Connecticut State University Student Profile



5200 students— the CT public liberal arts university - Full time undergraduate – 4300

Students come from all areas of Connecticut

95% from Connecticut      4% out of state      1% international

54% female/46% male      50% first generation      29% minority for freshman class

89% freshman class lives on campus      59% full-time undergrads living on campus

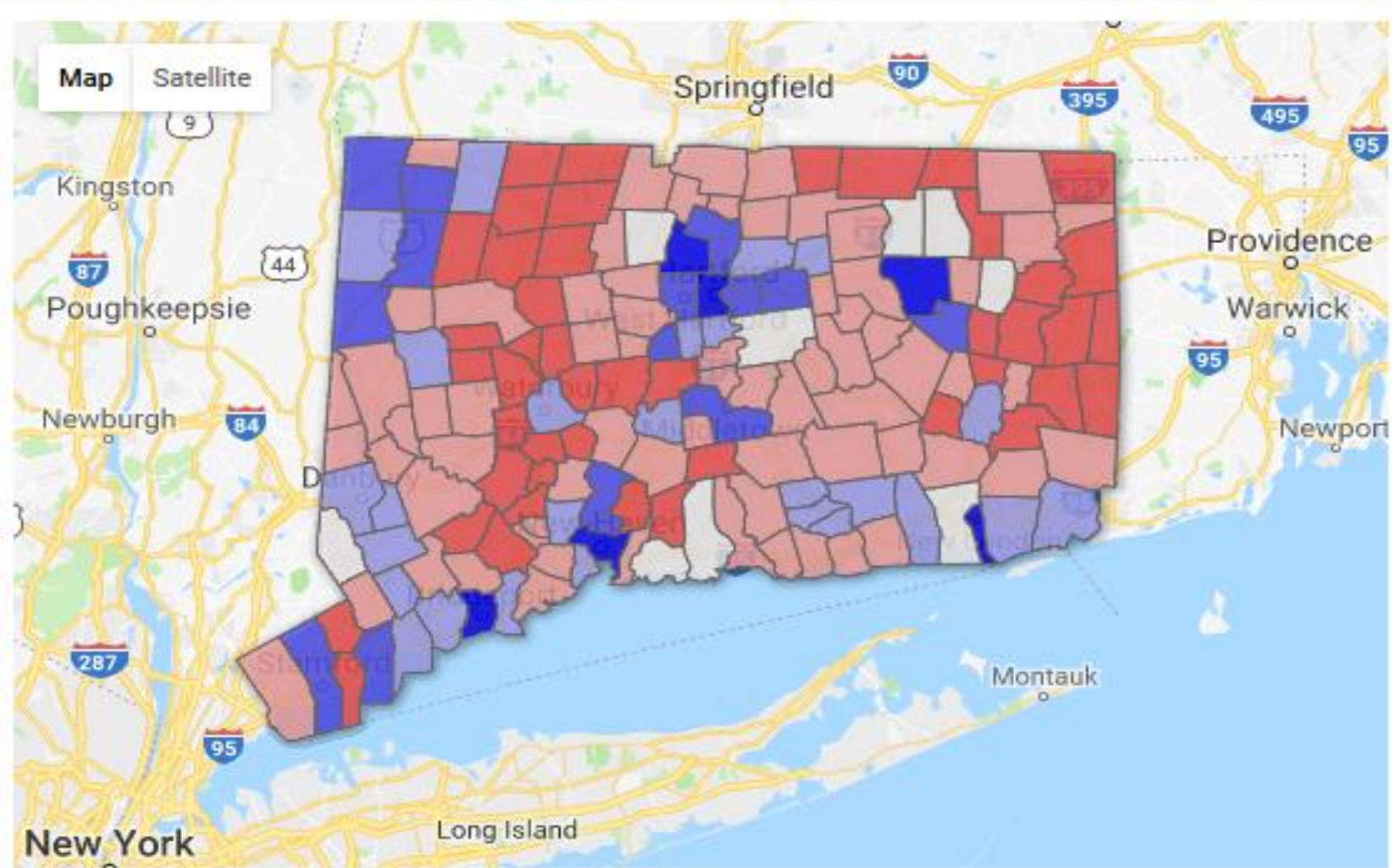
1130 graduates for undergraduate class

--16% enroll in further education within 2 yrs

--71% gain employment in CT within 10 months of graduation

Eastern’s students come from all towns in Connecticut, representing various backgrounds, educational preparation and family input

– Compare to the CT Governor 2018 Voting Results by Town – Per Party



# Social justice, diversity or political theme to several majors, minors and student organizations

## Student Organizations with Diversity, Political or Social Justice Theme

- Black Student Union      Freedom at Eastern      FEMALES      Habitat for Humanity
- College Democrats      College Republicans      MALES      Organization of Latin American Students
- Peace and Human Rights Club      NAACP      NOW      Pride Alliance Club      People Helping People
  
- Majors – Women's and Gender Studies      Social Work      Criminology      Sociology
- Minors – Peace and Human Rights      Latin American Studies      African Studies      Women's Studies

# What works to enhance diversity and facilitate civility

Long history of proactive policies and practices that promote:

- Faculty and staff interdepartmental collaboration

- Following best practices in faculty/staff hiring processes to ensure a diverse pool and diverse hires – that reflect the level of diversity in our student body

- Relationship building with students, faculty and staff to develop programs that enhance diversity and maintain civility

- Faculty and deans participation in the Student Intervention Team, Town Gown Meetings and GRIT Committee on Student Retention



# Impact of infrastructure on diversity and civility

- Having the University Strategic Plan connect resource allocation to promoting and supporting the values and core abilities of the Liberal Arts Curriculum and University Mission -- with diversity and civility as essential
- Having an Office of Equity and Diversity, and Associate VP of Equity and Diversity in charge as part of Senior President Staff
- Having a Diversity and Social Justice Council connecting faculty and staff from Academic Affairs and Student Affairs
- Having a “Unity Wing” in the Student Science, composed of three centers: Women’s Center, Intercultural Center and Pride Center – staffed by graduate interns and a full-time director
- Having a Center for Community Engagement with service learning and social outreach
- Having a long history of top administrator support and diverse administrative staff to spearhead and protect diversity initiatives that enhance campus climate

# Proactive Policies and Practices that Enhance Campus Climate

- Facilitating students being change agents and faculty serving as problem-solvers
- Connecting with the various student organizations on a regular basis to promote understanding of issues that arise dealing with diversity and civility
- Connecting the diversity centers to academic programs and student organizations, with student ambassadors from each of the centers to do the networking across university departments
- Connecting the celebration of diversity in academic programs through the Student Affairs Cultural Celebrations calendar – with dedicated funding from various campus sources
- Supporting events that connect students, faculty and staff in events that promote diversity, social justice, civic action and social action – putting theory to practice
- Valuing “inclusive excellence” in all our student celebrations



# Georgia College

Georgia's Public Liberal Arts University

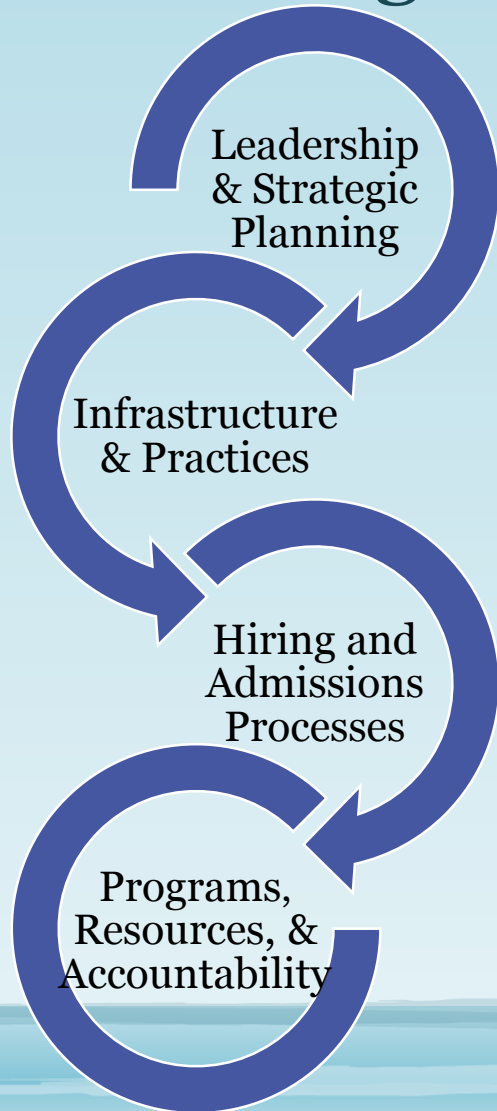
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- **Milledgeville, Georgia**
  - close to geographical center of the state
  - Lake Sinclair about 8 miles north of campus
  - beautiful main campus with Central Campus residence halls
- **History**
  - 1889 - founded as Georgia Normal and Industrial College
  - 1922 - Georgia State College for Women
  - 1996 - designated the state's Public Liberal Arts University
- **Quick Facts**
  - small classes in about 70 majors from four colleges
  - SAT - 1202; ACT - 25
  - approximately 5,900 undergraduate students
  - about 1000 graduate students
  - 95% students from the state
  - growing international student population
  - graduate programs in education, business, biology, nursing
  - 335 fulltime faculty; 79% with a terminal degree
  - student to faculty ratio is 17:1
- **Demographics**
  - ~62% female
  - ~18% under-represented minority
  - faculty demographics mirror student population



# Embracing Diversity While Maintaining Civility

## Georgia College: A Quick Look



### Impact of Mission Statement

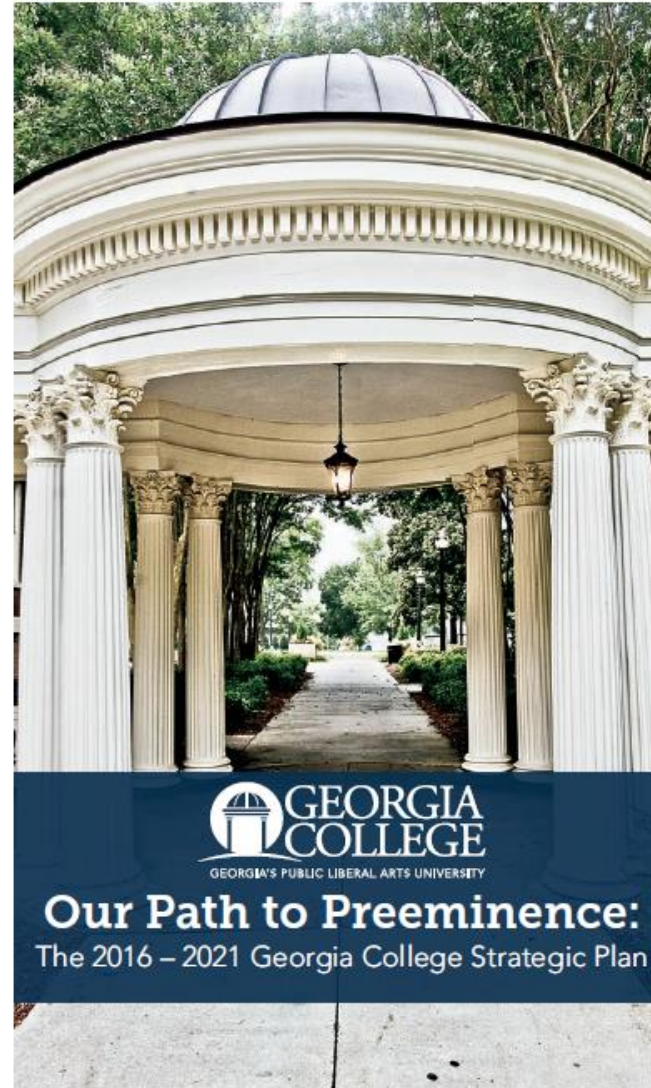
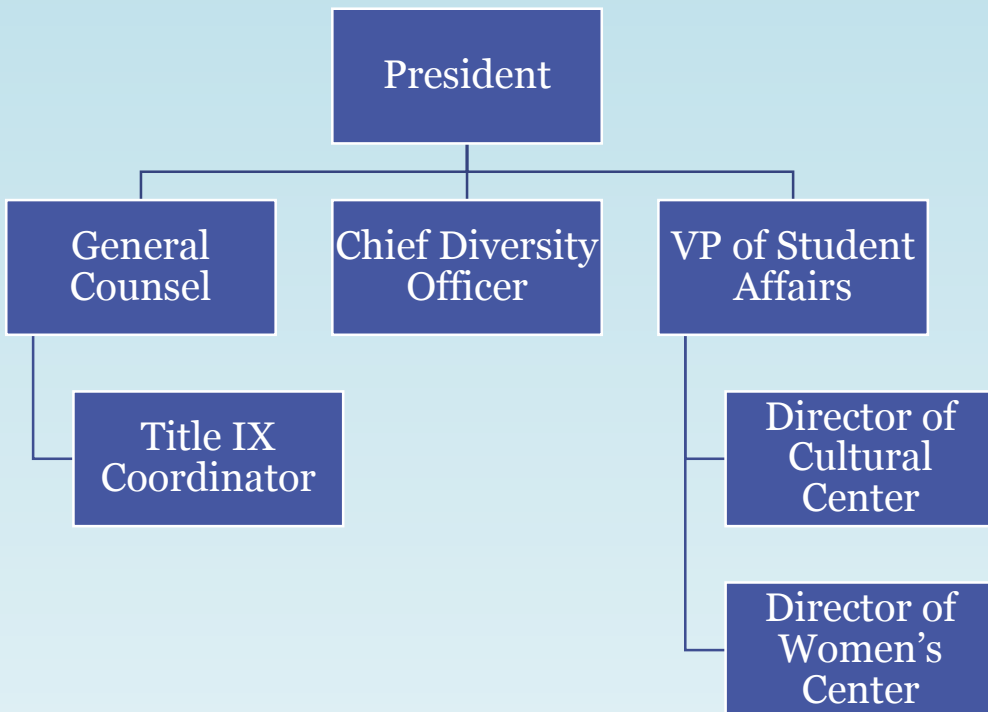
- **An Expansive Educational Experience.**
- **Highly Intentional Engagement.**

- **Diversity and Inclusive Excellence.**

**We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences and identifications. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.**

- **Preparation for Leadership.**

# Leadership and Strategic Planning



Goal 1. Recruit, admit, enroll, retain, and graduate highly qualified and **diverse undergraduate students**.

Goal 2. Develop and implement distinctive and transformative undergraduate experiences. undergraduate research; creative projects; study abroad; service learning; community-based learning; leadership development; **diversity and global learning**; and field and clinical-based practica, apprenticeships, preceptorships, and internships.

Goal 5. Enhance a professional environment that encourages the recruitment, retention, and success of an exemplary and **diverse faculty and staff**.

Goal 6. Strengthen community and regional ties through service, research, programs, and partnerships that enhance economic, educational, and **cultural opportunities** to improve the quality of life for citizens of Milledgeville/Baldwin County and the middle Georgia region.



# Infrastructure and Practices: Proactive vs. Reactive



# Hiring and Admissions Processes

## Admissions Essay Question

Given your own individual background, life experiences, and personal identity, how will you contribute to the overall diversity of the student body at GC?

## Faculty Hiring Process

- Advertise in Diverse Venues
- Certify Applicant Pool for Extent and Diversity
- Approve Candidates Invited for Phone and Campus Interviews
- Approve Interview Questions and Rubrics

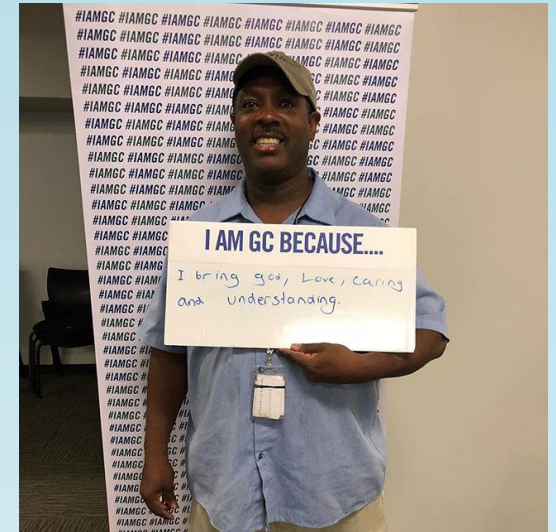
## Job Posting: Minimum Requirements

The department is especially interested in candidates who can work collegially and effectively with individuals of diverse backgrounds and whose experience, research, teaching, and service can contribute to the diversity and excellence of the academic community.

# Programs, Resources, & Accountability

## *Civility Project*

- 3Rs: Reason, Respect and Responsibility
- #IAMGC social media campaign
- Civility Development Workshop Series
  - Confronting Islamophobia (over 200 participants)
  - Managing Triggers
  - Paralysis of Political Correctness
  - Diversity and Inclusion in the Workplace
  - Implicit Bias





# Programs, Resources, & Accountability

**Goal 5: Enhance a professional environment that encourages the recruitment, retention, and success of an exemplary and diverse faculty and staff.**

RESPONSIBLE PARTY/UNIT	STRATEGIES TO ACCOMPLISH INITIATIVE	METRICS	TIME FRAME (FY)	FUNDING: REDIRECT, NEW
Promotion and Tenure Task Force, <b>Deans,</b> Department Chairs, University Senate, Office of Inclusive Excellence, Human Resources (for staff) Champion: Director of Institutional Equity and Diversity	<b>ACTION ITEM 1: Develop a reward and accountability system that fosters diversity and inclusiveness.</b>	Success will be measured by tracking the number of colleges/departments that <b>include a component for fostering diversity and inclusiveness within the IFR, Tenure and Promotion, and staff evaluation processes.</b> Faculty can discuss work related to diversity and inclusiveness within and across their teaching, scholarship, service, and/or professional development as most appropriate.	FY21, with annual measurement of progress	No new operational funds needed – use existing funding

- Department chairs are required to submit annual diversity action plan report



# Accomplishments

## ***University***

- State's third-best four-year graduation rate among African-American (51%) and Hispanic (43%) students
- State's third-best rate for retaining first-year African-American students, at more than 90 percent, and Hispanic students at 85 percent

## ***College***

- 85% of A&S departments revised faculty evaluation documents to explicitly recognize efforts towards diversity and inclusiveness
- 40% of 2017 full-time faculty hires from communities underrepresented at GC; 45% for 2018
- Established *Dean's Excellence Scholarship* awarded to incoming first-year students from communities underrepresented at GC

# Areas that Need Improvement

## ***University***

- Recruitment of students from communities underrepresented at GC
- Inclusive campus climate
- Marketing and Branding

## ***College***

- Retention of diverse faculty
- Accountability
- Diversity efforts localized to select faculty

# Next Steps? (open discussion)

- Reward systems
- Accountability via annual evaluations/program review ✓✓
- Division climate surveys/focus groups (faculty, staff, students, and community) ✓ Spring 2019
- Training in mitigating implicit bias for faculty and staff search committees ✓✓
- Targeted hires and competitive salaries for qualified diverse faculty and administrators
- Stronger role in recruiting and mentoring students
- Scholarships for students with exceptional admissions portfolios, who also come from communities underrepresented at GC ✓
- Diversity requirement in core curriculum



# Diversity Learning & Development Opportunities



Valuing diversity is one of Bentley's greatest strengths and is a core value.

# Community Profile: Gender

	STAFF		FACULTY		UNDER-GRADUATE		GRADUATE	
MALE	251	39%	279	61%	2485	59%	540	42%
FEMALE	388	61%	182	39%	1734	41%	731	58%



# Student Profile: Race & Ethnicity\*

	UNDERGRADUATE		GRADUATE	
WHITE	2560	61%	480	38%
ASIAN	344	8%	83	6%
HISPANIC	295	7%	26	2%
BLACK	142	3%	35	2%
MULTI	93	2%	14	1%
NATIVE American	4	<1%	3	<1%
INTL	638	15%	584	46%
UNKN	143	3%	48	4%

ALANA STUDENTS

- 20% Undergrad
- 11% Grad

\* Fall 2017 data

# Staff Profile: Race & Ethnicity

	STAFF		FACULTY - All		FACULTY – FT	
WHITE	520	86%	393	86%	241	83%
ASIAN	18	3%	40	9%	32	11%
HISPANIC	20	3%	6	1%	4	<1%
BLACK	36	6%	17	4%	13	5%
MULTI	10	2%	2	<1%	1	<1%
NATIVE AMERICAN	0		0		0	

## ALANA

- 14% Staff
- 14% Faculty
- 16% FT Faculty only

# Unconscious Bias Workshops and Training

## Intercultural Competency Development Program

- Fall 2017, the Cabinet participated in an Introduction to Unconscious Bias workshop
- Summer 2018, they explored the concept of Inclusive Leadership
- Fall 2018, the Cabinet will explore how as individuals they make sense of and respond to cultural difference by taking the the Intercultural Development Inventory (IDI), a 50-item assessment that provides practical and actionable information in the form of an individual profile and development plan.

# Bias in the Faculty Search Process

All faculty search committee members participate in a two-hour workshop designed to:

- expose how bias enters the search process.
- offer solutions for minimizing the impact of bias as the committee moves through the process.

Forty-seven faculty members have participated in a workshop to date, and the workshop is being modified to be offered to staff hiring managers this year.



# Unconscious Bias in the Workplace

A one-hour workshop that is included in the following:

- Annual diversity retreats
- New faculty orientation session

And that has been offered to a number of departments, including:

- University Advancement
  - Human Resources
  - The Global Alumni Advisory Board
- The Study Abroad office.



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& INCLUSION**



# Diversity & Inclusion Development Opportunities

## ***Faculty Focused***

Pedagogy at Bentley

Fostering an Inclusive Classroom Environment

Diversity & International Intensive Faculty Symposium

## ***Staff and Faculty***

Diversity Retreat

Bentley Brave Dialog Groups

## ***Students, Staff, and Faculty***

Ally workshop

Trans 101 workshop

Conversation Café

Brown-Bag Lunch Series

