



August 18, 2017

To: Students, staff and faculty of The College of Wooster
From: Sarah R. Bolton, President
Re: Diversity, Equity and Inclusion Strategic Plan

The College of Wooster has long held the understanding that students' best opportunities for learning take place when they study in a community that spans a wide range of experiences, traditions, perspectives and beliefs. These commitments reach all the way back to our founding president.¹ We believe that achieving our educational purpose is only possible in a diverse community of learners, and so we seek to increase our diversity along all of the dimensions of identity and experience.² When we bring people to Wooster – whether as students, staff, guests or faculty - we intend that their experiences in the classroom and on campus be excellent. We pursue the goals of equity and inclusion so that students, faculty and staff of all races, ethnicities, nationalities, faiths, sexual orientations, gender identities and socioeconomic circumstances can feel welcome here and have equitable opportunities to learn and thrive.

One of our strategic goals for 2016-2017 was to chart a course for moving forward diversity, equity and inclusion at Wooster. This work has been ongoing, and important progress was made with the founding of the Center for Diversity and Inclusion (formerly the Center for Diversity and Global Engagement) in 2009, and with successful initiatives to increase diversity in the student body as well as among the faculty. However, it was clear that we needed to pull together the disparate pieces of these efforts, and to consider them strategically in order to move forward effectively. With that broader view, we could set goals and priorities, make coordinated plans to resource and attain them, and assess and hold ourselves accountable for progress along the way.

The Diversity, Equity and Inclusion Strategic Planning Group (DEISPG) convened in the fall of 2016, and was charged with creating a multi-year action plan. The group worked hard all year, and did superb, inclusive, and critical work. They drew from previous studies on campus, as well as from discussions with many members of the community (students, staff, faculty and the board), working with Ellen Falduto as an advisor on strategic planning and referring throughout to national best practices. The result of their work was a report to me which laid out nine key goals and recommendations for strategic actions to achieve them. From that report, my senior cabinet team has worked with members of the DEISPG to shape specific plans for next steps, which were endorsed by the board of trustees at their June meeting, and which are summarized on the pages that follow. We are indebted for this work to all of the members of the DEISPG, to all members of the Wooster community who worked with them and contributed ideas, and especially to

¹Willis Lord, Inaugural address, 1866. "[This institution] should be not only a place of all studies; it should be a place of studies for all.... The essential test of citizenship in the commonwealth of science and letters should be character, mental and moral quality, and attainment, not condition, race, color, or sex."

²College of Wooster, Core Values (online) "Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation"

Dean Shadra Smith and Professor Christa Craven, who co-chaired the group and led it through a very strong process to such an excellent outcome.

Our goals and plans fall into two broad categories. The first is increasing the diversity of our community. The second is equity and inclusion - acting to address bias and discrimination and to ensure that those of all backgrounds and identities can live, learn and thrive at Wooster. Some of our next steps are already resourced and planned for 2017-2018; others will require new resources. Our intention is to set goals that are ambitious and measurable, that will have a meaningful positive impact on the lived experience and learning of our students and colleagues, and that honor the value of each person.

The **nine goals articulated by the DEISPG and endorsed by the cabinet and the board of trustees** are as follows.

- Increase **recruitment** of students, faculty and staff from historically marginalized groups
- Increase **accessibility** of campus spaces and programs for those with disabilities
- Increase **resources and support** for students, faculty and staff from historically marginalized groups
- Create **clear responsibilities/expectations** for work towards diversity, equity and inclusion
- Increase **cultural competencies and skills** among students, staff and faculty
- **Partner with the City of Wooster** community
- **Organize and resource** diversity, equity and inclusion work to enable consistent oversight, leadership and assessment
- Develop and implement **regular assessments of progress** toward goals
- **Communicate effectively and regularly** with the community about actions and progress

Here are the **plans for action toward these goals**:

Increase recruitment of students, staff and faculty from historically marginalized groups

- 1) Continue to develop focused student outreach and related partnerships and financial aid initiatives (ongoing)
- 2) Review online and other materials to ensure high-quality information for prospective students, faculty and staff regarding diversity, equity and inclusion (2017-18)
- 3) All hiring departments, managers and chairs will participate in training to develop skills in recruiting diverse applicant pools, mitigating implicit bias, and mentoring inclusively and effectively. (Faculty: 2017-18, Staff: ongoing, starting 2018 with support from Human Resources in searches)
- 4) Raise funds to create target of opportunity faculty hires (begun, summer 2017)
- 5) Join consortia such as Compact for Faculty Diversity and National Center for Faculty Development & Diversity (done)

Broaden and deepen educational programs to improve cultural competencies and to increase professional effectiveness in diversity, equity and inclusion

- 1) Periodic educational programs on various facets of diversity, equity and inclusion for staff and faculty, as appropriate for roles/responsibilities (beginning 2018)
- 2) Training for department chairs and managers on supporting diverse faculty and staff and creating/maintaining an equitable and inclusive working environment (to be developed with chairs and HR, beginning 2018)
- 3) Regular workshops for faculty on inclusive pedagogy, within departments and across the College (beginning spring 2018)

- 4) Effective programs on diversity, inclusivity and community, for all first-year students and for RAs and other student leaders (enacted)
- 5) Strengthen collaborations with the City of the Wooster regarding diversity and inclusion, particularly through sharing educational programs we bring here with local schools (beginning 2018)
- 6) Coordinate and advertise diversity and equity-related programming across campus to all constituencies (begun, will work through student and staff/faculty advisory groups)

Strengthen Resources for work on diversity, equity and inclusion and for support of community members from underrepresented groups

- 1) Provide dedicated staff to support diversity, equity and inclusion work
 - A. Hire one additional person with broad oversight of programs and assessments, reporting to President, with expertise relevant to staff and faculty as well as student experiences (2017-18)
 - B. Restructure to create dedicated staff for students within CDI (done)
- 2) Create an ongoing committee of students, staff and faculty to advise on diversity, equity and inclusion and to coordinate some programming opportunities (fall 2017)
- 3) Build programs and train student affairs staff broadly to effectively support 1st generation, low-income, LGBTQ+, and international students and students of color (begun 2017, ongoing)
- 4) Broaden and deepen programs for faculty and staff from historically marginalized groups, including on campus and through Ohio 5 and GLCA consortia (begun 2017, ongoing)

Define responsibilities across campus: include diversity, equity and inclusion work as part of the regular assessments and plans for individuals and departments

- 1) Human Resources staff will develop ways to include diversity, equity and inclusion work as part of all regular staff annual evaluations as appropriate to roles (tools developed 2017-18, in use starting with summer 2018 review/planning cycle)
- 2) The Teaching Staff and Tenure Committee (TST) will consider ways of including diversity, equity and inclusion efforts in faculty reviews and biannual reporting (2017-18)
- 3) The Educational Policy Committee (EPC) will develop ways for academic departments and programs to include diversity, equity and inclusion in goals within their annual plans and assessments, and in external reviews (beginning 2018). Cabinet will collaborate with others to develop ways for non-academic departments to do so (beginning 2018).

Create Policies and programs for equitable access

- 1) Develop policy on gender-neutral facilities, and monitor progress toward any needed facilities (2017-2018)
- 2) External review of disability support services and ADA compliance (2017-2018)
- 3) Create timetable/plan for improving accessibility of facilities (2018-19)
- 4) Review/update/communicate bias incident and discrimination reporting and response processes (begun, summer 2017)

Communicate

- 1) Communicate mission statement, resources and progress on a website that would be helpful to those considering coming to Wooster as well as to those already here (ongoing)
- 2) Report annually to the community

Here are the **plans for how we will assess our progress:**

Assessments for progress regarding diversity

- 1) Regularly assess demographics of student body, staff and faculty
- 2) Increase diversity of students, staff and faculty each year, ensuring diversity among faculty in each academic division by 2020 and in each field of study by 2025, and with attention to increasing diversity across all areas of staff work

Assessments for progress regarding equity and inclusion

- 1) Regularly assess quality and equity of experience across demographic groups, looking for gaps/inequities and then working to address them. Examples: Analyze survey data as regards satisfaction, would you recommend Wooster to a friend, experiences on campus (senior survey for students, HERI survey for faculty, and staff experience survey for staff), retention, participation in and access to opportunities
- 2) Develop systematic ways to access information about reasons for leaving for those who do not stay at Wooster

I again want to thank the members of the Diversity, Equity and Inclusion Strategic Planning Group for their efforts to undertake such a comprehensive and exhaustive process over the past year. (A detailed overview of that process is appended.) I very much look forward to working with all constituencies of the College on ensuring that our campus is an inclusive and welcoming environment for all.

DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLANNING GROUP (DEISPG)

Membership of the DEISPG

Shadra Smith (Co-Chair), Associate Dean of the Center for Diversity and Inclusion
 Christa Craven (Co-Chair), Associate Professor of Women's, Gender, and Sexuality Studies and Anthropology
 Marcia Beasley, Associate Vice President for Human Resources
 Scott Brown, Vice President for Student Affairs & Dean of Students
 Melissa Chesanko, Director, Office of Sexuality & Gender Inclusion
 Amber Garcia, Associate Professor and Chair of Psychology
 Dana Kennedy, Director of Financial Aid
 Peter Mowry, Dean for Faculty Development, Associate Professor of Music
 Boubacar N'Diaye, Associate Professor of Africana Studies and Political Science
 Jimmy Noriega, Assistant Professor of Theatre
 Ashley Reid, Assistant Athletic Director for Diversity & Inclusion, Physical Education
 Leslie Wingard, Associate Professor of English
 Ahmet Atay, Associate Professor of Communication
 Shannon King, Associate Professor of History
 Araam Abboud, '18
 Marina Dias Lucena Adams, '18
 Eduardo Munoz, '19
 Derrius Jones, '18

Process undertaken by the DEISPG (from the group's report to the President)

To create a multi-year DEI strategic plan, the DEISPG began by reviewing previous official and unofficial documents (including reports, listening tours, and student/faculty demands from 1989 to the present) to assess what Goals and Strategic Actions had been previously identified. These included:

- Demands from the "Galpin Takeover," authored by Black student leaders (1989)
- Diversity Task Force Materials (2008-9, unpublished)
- Diversity and Inclusion Listening Tour Report (2014)

- #COW Student Demands created by Multi-Ethnic & LGBTQIA+ students (2015)
- Report of the Faculty/Staff Working Group on Diversity and Intercultural Communication (Spring 2016)
- *The Voice* "Letter to the editor by our Faculty of Color" (Fall 2016)

All of these documents were available to the DEISPG on a shared wiki. We recommend that future DEI work leaders consider where this historical information would be best placed to be available to the Campus Community.

DEISPG Working Groups and Constituency Outreach

Initially, the DEISPG pursued our work in four Working Groups aimed both at reflecting the experiences of students, staff, and faculty from HMGs on campus, and to create a campus culture of diversity, equity, and inclusion. Each Working Group was made up of four members from the DEISPG. (Most groups included at least one student, staff member, and faculty member):

- *Creating, Retaining & Improving the Experience of a More Diverse Faculty*
 - Leslie Wingard, Peter Mowrey, Jimmy Noriega, Derrius Jones
- *Creating, Retaining & Improving the Experience of a More Diverse Staff*
 - Marcia Beasley, Dana Kennedy, Scott Brown, Shannon King
- *Creating, Retaining & Improving the Experience of a More Diverse Student Community*
 - Marina Dias Lucena Adams, Eddie Munoz, Melissa Chesanko, Boubacar N'Diaye
- *Creating a Campus Culture of Diversity, Equity & Inclusion*
 - Amber Garcia, Ashley Reid, Aram Abboud, Ahmet Atay

As well as including the input of these members, Working Groups reached out to campus groups developed (at least in part) to support students and other campus community members from HMGs. In late Fall 2016 and early Spring 2017, Working Groups met with the following constituencies on campus:

- Proyecto Latino, Latin@ students association
- Black Student Association
- African Student Union
- Black Women's Organization
- Brothers of Diversity, leadership organization, open to members of all genders
- Men of Harambee, organization geared toward males of African American descent as well as those from developing nations
- Queer People of Color
- Queer Student Union, student advocacy group for the LGBTQIA+ community
- International Student Association
- Darshan, Hindu students association
- k(NO)w, group to foster sexual respect
- VOX, student organization that promotes an intersectional approach to safe sex
- ASiA (Asia Supporters in Action) for students of Asian descent
- Chinese Students and Scholars Association
- Noor, Muslim student association
- Safe Zone Practicum Students, leaders in campus program to create a welcoming environment for all gender identities, gender expressions & sexual orientations
- Cross Cultural Connections (C3), student led living-learning community
- Posse Program, student leaders/scholarship recipients from the Atlanta metro area
- Women of Images, support program for women of color in campus community
- Hillel, Jewish student association
- IDEA (Inclusion-Diversity-Equity-Action) Group, an ad hoc faculty & staff group
- STEM (Science, Technology, Engineering & Mathematics) Advisory Board
- Faculty of Color who wrote Open Letter in *The Voice* in Fall 2016

In meetings with groups of students, staff, and faculty, DEISPG Working Group members asked questions such as:

- For student, staff & faculty organizations:

- What are your group's goals and activities related to diversity, equity & inclusion?
- If we had unlimited funds, what is a program that you would want for your group?
- What specific actions must be taken to ensure that members of your group stay on this campus and become successful?
- Academically, what would you suggest that professors do to help your group?
- What would you suggest that staff could do to help your group?
- What academic programs could the College offer that would help you thrive?
- What are some things that the College is doing well or what is working?
- For Staff:
 - How can we increase the recruitment of diverse staff into the Division of Student Affairs (DSA)?
 - How can we increase retention of a diverse staff in the DSA?
 - How can we increase the DEI knowledge and skills of DSA staff to better serve students?
- The Faculty-focused Working Group asked the full faculty to read and consider two recent articles on faculty diversity. Kerry Ann Rockquemore, President and CEO of the National Center for Faculty Development & Diversity, poses six questions in "For a Diverse Faculty, Start with Retention," that served as the basis for discussion:
 - Do you *really* know why faculty members have left your department?
 - Have you asked current faculty members if they have what they need to succeed?
 - Is a structure in place to support newly recruited faculty members?
 - Is there an ugly reality that nobody wants to face?
 - Are you actually *behaving* like an ally in your department?
 - Do you personally know how to mentor underrepresented faculty members?

Open Meetings with the Campus Community

In Spring 2017, we held three Rounds of DEISPG Open Meetings. The first Round included four meetings for different constituencies on campus: Students, Faculty, and Staff (at two times to maximize participation for those who work different shifts). The 2nd and 3rd Rounds were advertised to the full campus community. (See Appendix A for dates, times, and attendance at meetings.)

In December 2016, co-chairs Shadra Smith and Christa Craven met with members of Cabinet to request their assistance in encouraging employees to attend the DEISPG Open Meetings.

1st Round of Open Meetings: Generating Ideas

Round 1 of the DEISPG Meetings were the most general, and also the most well-attended (see Appendix A). These meetings were facilitated by the DEISPG Working Groups and focused on collecting ideas from students, staff, and faculty separately regarding improving DEI efforts on campus.

At the conclusion of all meetings, attendees were asked to write on an index card their "Top 3 Diversity, Equity, and Inclusion goals for our campus." Working Groups (WGs) compiled this information and included it in identifying 3-6 DEI Goals, and related Strategic Actions, with their WG group members.

Creating "Clusters" of DEI Goals & Strategic Actions: DEISPG Retreat

Following the first Round of meetings, Working Groups generated a list of 3-6 DEI Goals related to students, staff, faculty, and campus climate, as well as Strategic Actions that could be taken toward those Goals. The Co-Chairs met before the DEISPG Retreat and reorganized these ideas into Clusters that represented Campus-wide Goals:

- Recruit
- Retain & Resources
- Train
- Lead, Assess & Publicize

Small groups (3-4 DEISPG members) worked to refine similar or related Goals, and add Strategic Actions, as needed.

Following this meeting, the DEISPG Co-Chairs worked with the President to identify 9 initial Goals.

2nd Round of Open Meetings: Setting Goals

For the 2nd Round of Open Meetings, we held three meetings, posted an online survey, and DEISPG member Ashley Reid presented the materials and asked for feedback from faculty and coaches in the Athletic Department. In response to concerns at the first Round of meetings that DEI-related terminology was unfamiliar to some participants, we developed a DEI Glossary that we circulated and discussed.

At all meetings, and online, we presented the 9 Goals identified by the DEISPG. At the in-person meetings, we posted these around the Scot Center Governance Room with blank poster paper and pens, encouraging participants to make comments publically there, as well as give us more private feedback on a handout that asked for each Goal: “What appeals to you?” and “What hesitations do you have?”. The handout also explained, “The DEISPG group has identified all of these goals as important parts of a Diversity, Equity, and Inclusion (DEI) Strategic Plan for the College,” but asked participants to identify ONE goal that they felt was MOST urgent right now. Many did not do so. But of those who did, the top three goals identified as most urgent were: increasing recruitment (6), cultural competency training (6), and DEI Leadership, such as a Chief Diversity Officer (5). Others identified the importance of establishing a DEI Mission (3), campus accessibility (2), and increasing resources to support campus community members from HMGs (2). The most controversial Goal was to promote assessment through a campus climate survey, with three identifying it is the most urgent goal and five expressing concern about adding this responsibility on top of existing staff duties, how we would get people to take it, and concerns about validity. *Overall, the vast majority of the feedback we received was positive. The main concern raised was resourcing.*

It is important to note that this assessment of the urgency of particular Goals was from a small sample of participants (27 total) and should not be seen as representative of the campus community. During this stage, Christa Craven met with the Strategic Planning and Priorities Advisory Committee (SPPAC) to discuss our preliminary report and Shadra Smith presented highlights from the DEISPG work to the Board of Trustees. Members of the DEISPG also joined the Trustees for conversation over dinner, collecting additional ideas for our Report. Suggestions from each constituency we met with throughout the process were considered and implemented when possible.

Identifying Goals & Strategic Actions, Suggestions & Tactics

Based on DEISPG’s engagement with previous efforts toward DEI on campus and current constituencies across campus, we identified 9 Goals toward improving DEI at the College of Wooster. For each Goal, we identified Strategic Actions relevant to that Goal. And finally, we created a supplemental document with suggestions and tactics to explore regarding each Goal.

Identifying Current and Ongoing Efforts, and Sequencing Possibilities

Following the 2nd Round of meetings, in early March, a combined list of Goals, Strategic Actions, and Tactics was presented to the Presidents’ Cabinet for input. In particular, we asked Scott Friedhoff (Vice President for Enrollment and College Relations), Marcia Beasley (Associate Vice President for Human Resources), Scott Brown (Vice President for Student Affairs & Dean of Students) and Carolyn Newton (Provost, Chief Academic Officer) to indicate:

1. What actions are already underway in your Division?
2. Designate actions that could be done with the current resources allocated to your Division (i.e., making a brochure about something).
3. For the rest, please designate THREE categories of effort required to implement them (1 being the largest, 3 the smallest). “Effort” should include your assessment of the time, finances, and human resources that we would need to devote to complete the Strategic Action. If the Effort would be long term, please indicate.

From this information, Shadra & Christa compiled a Handout for the Round 3 Open Meetings to engage in an exercise to get community feedback on how to sequence upcoming DEI efforts.

3rd Round of Open Meetings: Prioritizing & Sequencing DEI Efforts

For the 3rd and final Round of DEISPG Open Meetings, we provided attendees with a bullet-point list of current DEI efforts on campus (see Appendix D) and then asked for their ideas about *sequencing* the remaining Strategic Actions. We arranged a timeline (with Next Year, Within 3 Years, Within 5 Years, and Longer Term) on the wall and offered

Strategic Actions with Goal #s listed in parentheses on cardstock in three different “Effort” sizes (the largest representing the highest effort level and the smallest representing the lowest).

What this accomplished was to help attendees differentiate between high-effort items (like hiring a Chief Diversity Officer\ or endowing faculty positions) and lower-effort suggestions (like creating a DEI Mission Statement). In each meeting, DEISPG members engaged with the community to envision possible Sequences for how to MOST improve DEI efforts in campus.