2016 - 2017 Summary Report

Submitted to

the Academic Senate

by the

Senate Committee on Campus Climate

May 10, 2017

Members

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Accomplishments

Recommendations from the 2016 Provost / Academic Senate Retreat

At the request of the Provost and the Senate President, the Senate Committee on Campus Climate spent much of the fall semester preparing a report based on the 2016 Provost / Academic Senate Retreat.

The Provost and Academic Senate Retreat for Campus Climate and Access and Opportunity at USC (Feb 2-3, 2016) was a working meeting of faculty and staff whose efforts directly related to enhancing climate and access, as well as key faculty and administrative decision-makers whose judgment affected faculty career trajectories, program evaluation, and curricular development across campus. The resulting report from the retreat included 31 summary recommendations as well as over 120 more detailed recommendations.

The Campus Climate Committee reviewed the original retreat report and identified key priorities to be addressed initially as well as suggested appropriate parties that should be responsible for them. This set of curated recommendations was submitted to the Academic Senate on January 18, 2017 and was endorsed by the Senate.

This document is available through the Senate's website as *Actionable Recommendations from the 2016 Provost / Academic Senate Retreat on Enacting Access and Opportunity.*

A Conversation with Jerry Kang, UCLA Vice Chancellor for Equity, Diversity and Inclusion

A member of the Campus Climate Committee (Ruth Chung) organized a visit by Jerry Kang (UCLA VIce Chancellor for Equity, Diversity, and Inclusion) in conjunction with the Academic Senate and the Diversity and Inclusion Council, and sponsored by the Provost. The purpose of this event, which was open to Diversity Liaisons, the Campus Climate Committee, and the Diversity and Inclusion Council, was to learn about promising practices around implicit bias training in faculty hiring processes at UCLA. Vice Chancellor Kang also shared his reflections and insights on his role as the inaugural holder of the newly created office and the range of initiatives his office administers.

Campus Climate Forum

The Academic Senate Committee on Campus Climate (in partnership with USC Shoah Foundation) hosted a lunch and collaborative planning meeting on campus climate. The goal was to convene the key groups working on campus climate (the Diversity and Inclusion Council, the Campus Climate

Committee, and the Diversity Liaisons) to discuss their collective efforts over the past year, and to assess University-wide outcomes, key strategies and challenges, and an organizational plan moving forward. This is the first time that these stakeholders have assembled specifically for this purpose (outside of larger gatherings such as Provost / Senate retreats).

Summary notes from this gathering are provided in the [Appendix](#).

Faculty Diversity Best Practices

The Campus Climate Committee examined best practices concerning faculty training and diversity program offerings for 16 University programs. While there is a focus by most universities on educational training geared toward students, in general, most existing programs for faculty training consist of speaking engagements, workshops, and lecture series already targeted for the larger community. Some programs feature diversity certificate programs like University of Pittsburgh and University of California, Irvine. University of Pittsburg features 6 courses that consist of completing two required workshops, four elective workshops, and participation in a capstone conversation session facilitated by a member of the Diversity and Inclusion Office. Courses include classes that address millennial and baby boomers, recognizing and addressing stereotypes, and ways to develop intercultural competencies. The strongest existing support for faculty diversity initiatives consist of mentoring programs, including programs from UC Berkley, Dartmouth, University of Notre Dame, and Columbia, which features small groups of faculty from underrepresented racial and ethnic groups who share an interest in a broad topic, a discipline or broader disciplinary group (e.g., "engineering") or a career stage (assistant or associate professor). The group serves to assist with each individual's career and community needs.

Draft summary notes from this project are provided in the [Appendix](#).

Summer Campus Climate Researcher

USC Shoah Foundation in cooperation with USC's Academic Senate Committee on Campus Climate is funding a summer graduate researcher to develop, compile, and synthesize a comprehensive review of university-wide diversity and inclusion terms. The purpose for this project is to produce a report that analyzes key definitions from an array of university-related resources. The research will help the Academic Senate develop policies, initiatives, and programming with the goal of building a campus that is inclusive at its core, while acknowledging and respecting the diverse backgrounds, ethnicities, and identities that create the USC community.

The intent is to submit findings to the Academic Senate in Fall 2017.

Recommendations and Future Goals

Campus Climate Committee Membership

We recommend staggered two-year commitments for two co-chairs. We recommend a one-year commitments for members; active members encouraged to renew for another year by leadership.

Campus Climate Forum

We recommend that the Campus Climate Forum be an ongoing event that gathers the Diversity and Inclusion Council, the Campus Climate Committee, Diversity Liaisons, and the Associate Provosts for Diversity. These should occur ideally every semester or every year. The Campus Climate Committee could organize.

Partnership with Shoah Foundation

The USC Shoah Foundation has been an excellent partner with Campus Climate Committee during the 2016-2017 academic year. Shoah has an interest in maintaining involvement with addressing campus climate broadly and the Campus Climate Committee specifically. Given the outstanding work and reputation of Shoah, we recommend a representative from the Shoah Foundation be included on the committee for the foreseeable future.

Open Channel of Communication

Regular communication to the campus stakeholders (including Diversity Liaisons, Associate Provosts, Diversity & Inclusion Council, & Campus Climate Committee) is essential for sharing best practices, accomplishments, new initiatives, resources, trends, and challenges. That said, a current directory of the stakeholders should be maintained, revised, and distributed on a regular basis.

Audit

The Campus Climate Committee recommends that a University-wide audit of existing diversity, inclusion, and equity efforts, including the objectives and outcomes of the Diversity & Inclusion Council, Campus Climate Committee, Diversity Liaisons, and the Associate Provosts. This audit will assess the strategic alignment of the collective efforts of each of these designated bodies, and identify strengths and areas for improvement. This process will aid in institutional accountability, strategic planning, growth, and overall evaluation. While the collective University-wide efforts are continuing to evolve and expand, a thorough audit will capture the institutional memory of the initial phases of this very important work.

Appendix

Appendix A: Campus Climate Forum Notes

USC Campus Climate Committee Panel & Luncheon
Hosted by USC Academic Senate and USC Shoah Foundation
– Program –

Goal

To host a collaborative planning meeting on campus climate by bringing together the members of the Diversity & Inclusion Council, the Campus Climate Committee, Associate Provosts, and the Diversity Liaisons to discuss our collective efforts over this past year, and to assess University-wide outcomes, key strategies and challenges, and an organizational plan moving forward.

When

May 1, 2017
11:00 AM – 1:00 PM

Where

USC University Club
705 W 34th Street
Los Angeles, CA 90089

Program

Opening Remarks
Stephen D. Smith, Executive Director USC Shoah Foundation
- Lunch
  - Thanks to USC Shoah Foundation and Paula Cannon / Academic Senate
  - Thanks to Lara Bradshaw for organizing and logistics
  - Panelists – Ginger Clark, our Co-leader of Campus Climate, Rob Park, Darline Robles, and LaVonna Lewis
  - Thank you to Campus Climate Committee member Ruth Chung for moderating our discussion
- Introduction / purpose of event
  - Goals / priorities
  - Lessons learned
  - Discuss what has been accomplished, and what is left?
  - Best practices
- Questions for panelists
  - What is it you do (with respect to the diversity group you are apart of) and how do you go about it?
  - What is a major climate / diversity challenge at USC you see as outstanding?
  - What solution would you propose?
  - What question that you still have about diversity at USC?

Panel Discussion

Ginger Clark
Ginger Clark, Assistant Vice Provost for Academic and Faculty Affairs

- Diversity and Inclusion Council created in order to address recommendations from Academic senate; resolutions from Campus climate

Task Force recommendations
- Made recommendation to Provost about survey and process
- Shaun Harper was hired
- Community advisory board to consult with DPS; integrating into community; profiling issues; process
- Reviewed 18 of 20 of Diversity and Inclusion 5 year plans; 5 page document that has general and specific feedback with resources; meeting Deans and DL to give feedback on Ind. Plans/ what has emerged.
- Plans to meet with Provost's cabinet

Something to work on?
- Expertise of cultural centers; International studies; have so many different offices; utilize inclusive climate; support teaching; help school's identify resources; comprehensive opportunities to interact
- Using UClub to host labs; invite Diversity Liaisons and Vice Deans to attend

Rob Parke
Robert Parke, Co-Chair Campus Climate Committee, Senior Lecturer of Information Technology, USC Viterbi School of Engineering

Campus Climate Committee
- Report from previous Senate retreat; large body of recommendations
- Prioritize and assign; delegate; what priorities should be
- Summer research position- terminology around access and opportunity
- Faculty training – bias training
- This event was a chance to get all involved for larger discussion
- Something you feel that hasn't been done:
- Hiring/retention of underrepresented faculty/students a major issue
- Overworking of underrepresented faculty
- Looking at faculty training – bias training
- Questions: How to get more involved? How do we connect these groups that are involved? How do we invite people that we disagree with and have a dialogue?

Diversity Liaison Summary

Darline Robles
Darline Robles, Professor of Clinical Education, USC Rossier School of Education

- See role as facilitator around issues of Diversity

- Began task force; people applied; developed 5 year plan
- Accomplished a lot in 10 weeks
- 4 key areas
    - Community and communication
    - Opportunity and access – staff hiring
    - Knowledge process
    - Accountability
- Each key section with guiding principle, review; point of contact with Shaun Harper; great opportunity with students
- Goal - to implement process; what is our role of task force members?
- Challenges?
    - Don't find opportunities to have dialogue
    - There are personal issues of equity and access
    - Must have opportunities
    - How do we come to point of being more alike, finding respect, finding creative ways to have honest dialogue
- Solutions?
    - Example: Graduate online program
    - Shaun Harper – Town Hall summarizing results of climate survey
    - Ability to participate in something that was part of Rossier- left feeling inspired by being apart of community
- Questions?
    - Competing initiatives – must make sure upfront all of the time
    - How do we make priority all of the time?
    - Diversity, equity, access are all part of that

LaVonna Lewis
LaVonna Lewis, Teaching Professor at the USC Sol Price School of Public Policy

- Chair of Diversity of Task force at Price – response to community, students
- Sol Price name – champion of social issues
- Role:
    - First responder; an urgency to this work; get the good and bad news; help students and community think through issues
    - Take on leadership to implement strategic plan; hold accountable to hard targets
- Issues
    - We have to stop giving people a pass; can't be voluntary; must be mandatory
    - Must work through discomfort
    - Master's program to give people space to explore issues
    - Online platform- Moving Forward – Share Your Stories
    - Give people a chance to talk about issues
    - Face to face conversation that came up on Forum
    - Classroom conversations and improvements
    - Obligation to make sure everyone is a part of Trojan family.
    - Are we talking about compliance or Transformation?
        - Very different goals

Q&A

- How can we compel folks to engage in difficult conversations? How to avoid the backfire

problem?
- ▪ Making apart of faculty evaluations Doesn't dictate entire assessment; additional category and points
- ▪ System: recognize people who have done those things
- ▪ Conversation around the small things
- ▪ When submitting program for approval, if we are serious about it, must acknowledge diverse authors
- ▪ Feedback from Councils—need to infuse curriculum review; address faculty/women serving on committees; mentoring; how does that play out for merit? Load for research and teaching; what are you doing to help level the playing field?
- ▪ Online training builds resentment; in person conversations engenders empathy

- ● Resources – what are some of the strategies for accessing resources?
  - ▪ Bring support home to schools; cultural centers serve purpose for creating cultural home; consult with schools about housing cultural centers; events dialogue; utilize expertise; infusing knowledge

- ● What are the steps to make sure undergraduate voices are actually included in conversation?
  - ▪ Action/Compliance – which story do we want to tell as a University? Must make it easier as possible for top level to see transformation that builds university environment
  - ▪ Initiating change
  - ▪ Funding issues/Donor relations – how this connects to issues of diversity and inclusion
  - ▪ Must answer why Question – master all those audiences, stakeholders, balancing act
  - ▪ Urgency – current climate at the global level
  - ▪ Reviewing plans, different schools and different stages
  - ▪ If no stretch goals, what does this get us?
  - ▪ Question for all schools – what are your goals in the next five years?

- ● Accountability vs. goals? Goals that have fallen short? Defining terms like "Diversity" causes some people tune out. How do we work on having specific language to help with transformation?
  - ▪ Senate Retreat – alternative reading list with works/authors that reflect more diverse audience
  - ▪ All plans will be public and linked to Diversity.edu
  - ▪ Measureable goals; start with mission and values; give leverage and bring into mission
  - ▪ Looked at what was needed in the field (ie. Diversity in Pharmacy different than in Communications).
  - ▪ Recruitment goals based on who you are as a discipline; value and leverage with key Targets set for yourself and made public
  - ▪ Climate survey: Went through results of outside vendor; will this future climate survey include all of the schools?
  - ▪ Question for Task force
  - ▪ University wide campus survey- still to be determined

Working Group Session
Moderated by Ruth Chung, Associate Professor of Clinical Education, USC Rossier School of Education

Purpose for session: To think through ideas; to hear from each other; groups that are most involved around equity and inclusion; where do we want to go in the future; go back to committees and plan ahead for next year; coordinated effort

1) What do we want the university priorities around diversity and inclusion to be?
2) How do we connect with/collaborate with other climate groups to work towards common goals?

Group Reporting
Purple Group:
- Allyship; honest conversations about why invite others to the table; why inclusion (coming from place of exclusion); lift burden – help those from dominant groups that this can be talked about; approach from grassroots level
- How to work within system that USC has – different siloed departments and programs; lack of communication – cohesion of goals want to accomplish; professional development all levels; for everyone to be streamlined; what message would that send?
- Goals from Quick's memo from a year ago?
    ▪ Have they been measured? Should be public
    ▪ Climate survey?
    ▪ Who is being held accountable?
- Staff Involvement as part of community

Green Group:
- Celebrating approach to university; reframe conversation?
- Prize, incentive?
- Celebrating and widening community
- Priority – move from meeting expectations to exceeding expectations; how do you know when you exceeding?
- Communication strategies?

Red Group:
- Multi-perspective approach
- Potential collaboration because of 19 schools; Collaboration credits?
- Mandatory attendance to workshops and seminars; balance between academic units
    ▪ Zones of genius
    ▪ What is narrative ?
    ▪ Collective prosperity?
    ▪ What could we lose if we don't have diversity and inclusion?
    ▪ Facilitating – Question about how amplifying diversity plans

Blue Group:
- How priorities are being determined?
- Bring students into conversations; student experience goes beyond classroom;

involvement as leaders and in neighborhood
- Siloed communication
- Training – shortcomings of online training
- Understanding best practices and how to approach from multiple perspectives?
- Tapping advisors, Board of Councilors
- Online student experiences; disparity in how experiencing USC
- Training – invest in diversifying talent pool
- Staff participation in diversity plans
- There are different processes and how diversity liaisons are supported

Gold Group:
- Transformative power of human experience, beyond checking off boxes
- Conversation; how to get more white men involved; all involved
- Retention and training is critical
- How do we acknowledge good of university; not us vs. them; we are the university; everyone's responsibility

General Discussion

- Provost's memo
    - Measurable goals and to publicize
- Leadership at USC
    - How do we support and increase diversity among the leadership across the university? Also at the Trustee level?
    - How do schools hear from deans on this? Keeping leadership, talking about diversity to create culture;
- How easy it is to say 'no' – don't realize it is as a priority; to what extent do we have systemic structure
- Diversity and Inclusion week, opportunity for discussion
- Valuable spaces as an undergraduate student; spaces inside and outside the classroom
- Conference: Race, Arts, Placemaking - no other place in this country – have level of scholars, activists, and performing arts – no place can complete; diversity, inclusion, equity- define ways interdisciplinary boundaries; take advantage of synergy; quality of interactions over course of two days.

Discuss & Next Steps: Where do we go from here?

- We need to facilitate and support conversations; for both faculty, students, and staff
- Celebrate - to build upon assets; we have a lot of resources; affirmative and powerful approaches; recognize that there is a lot of work to be done.
    - Dialogue that also includes staff
    - They are critical; residential college experience
    - Staff assembly will take more active role in this
- How do we capture successes?
    - Learning organization; documenting connections, where fit
    - How do we help people understand this movement?
    - Student, staff, faculty – how can we capture, keep moments alive
- Answering the "Why?"

- ▪ Focus more so on what but we must come together around Why; really transformational; must approach from an honest place; if you pretend if nothing is wrong; why is the narrative that we want to promote
- ● Tension - to what extent do we want to make some activities mandatory? Vs. making something people want to participate in?
  - ▪ How diversity dealt with on search committees? What are they doing?
- ● Three committees – overlapping Venn diagrams; in moving forward, how do we build; what do we hand off to the committee next year?
- ● Process – how can these three bodies cooperate and work together for next year? Ask diversity council to coordinate a regular meeting between these three groups

Attendees

Jody Armour, *Professor*
Lara Bradshaw, *Program Specialist*
Paula Cannon, *Professor and President, Academic Senate*
Ainsley Carry, *Vice President for Student Affairs*
William Celis, *Associate Dean*
Sandra Chrystal, *Vice Dean*
Ruth Chung, *Clinical Professor – RTPC*
Ginger Clark, *Assistant Vice Provost for Academic and Faculty Affairs*
Kris Coombs, Jr, *Graduate Student Government Vice-President (2016-2017) and President-Elect (2017-2018)*
Jeffrey de Caen, *Associate Dean for Operations, Thornton School; President, USC Staff Assembly*
Kenneth Foster, *Director, Arts Leadership at USC*
Ivana Giang, *Co-Chief Diversity Officer, Undergraduate Student Government*
Rebecca Hagerty, *Associate Professor of Professional Practice of Journalism*
Karen Howell, *Head, Leavey Library, USC Libraries and Faculty Diversity Recruitment Liaison, UPC Libraries*
LaVonna Lewis, *Teaching Professor at the USC Sol Price School of Public Policy*
Sharoni Little, *Associate Professor, Clinical Business Communication*
Amy Murphy, *Associate Professor, Diversity Liaison*
Mahvash Navazesh, *Executive Associate Dean of Academic, Faculty & Student Affairs*
Darline P. Robles, *Professor and Diversity Liaison for Rossier*
Rob Parke, Campus *Climate Co-Chair, Senior Lecturer*
Tracy Poon Tambascia, *Associate Professor of Clinical Education*
Robin Romans, *Associate Vice Provost*
Edwin Saucedo, *USG President*
Erik Schott, *Clinical Associate Professor*
Stephen Smith, *Campus Climate Co-Chair, Executive Director, USC Shoah Foundation*
Renee Smith-Maddox, *Clinical Associate Professor & Vice Chair*
Christine Street, *Executive Director, ADA/504 Coordinator*
Alison Trope, *Clinical Professor, Director of Undergraduate Studies*
Jonathan Wang, *Director of Asian Pacific American Student Services*
Leslie Wind, *MSW Chair and Associate Dean, Learning Excellence*

Appendix B: Faculty Diversity Best Practices

Faculty Diversity Training Programs and Best Practices
Preliminary Draft

Summary:

This is a preliminary draft of research on 16 University programs that feature faculty diversity training initiatives. Each university program differs in its scope, available resources, and goals in addressing training for faculty. While there is a focus by most universities on educational training geared toward students, in general, most existing programs for faculty training consist of speaking engagements, workshops, and lecture series already targeted for the larger community.

Some programs feature diversity certificate programs like University of Pittsburg and University of California, Irvine. University of Pittsburg features 6 courses that consist of completing two required workshops, four elective workshops, and participation in a capstone conversation session facilitated by a member of the Diversity and Inclusion Office. Courses include classes that address millennial and baby boomers, recognizing and addressing stereotypes, and ways to develop intercultural competencies.

The strongest existing support for faculty diversity initiatives is reflected in mentoring programs, including programs from UC Berkley, Dartmouth, University of Notre Dame, and Columbia. Cornell offers a small group mentoring program, which features 3-9 women and/or faculty from underrepresented racial and ethnic groups who share an interest in a broad topic, a discipline or broader disciplinary group (e.g., "engineering") or a career stage (assistant or associate professor). The group serves to assist with each individual's career and community needs.

There are also less formal (non-mandatory) dialogue series that feature best practices in teaching and ways to build inclusive classrooms. UC Berkley, Dartmouth, Columbia all feature programs that highlight faculty-led discussions on various diversity/inclusion topics. In addition, Carnegie Mellon's Engineering College conducts unconscious bias training as part of their Center for Faculty Success.

1) What types of programs exist as best practices for these types of training? Format, content, timing, etc.
- Offices of Diversity and Inclusion seem to be standard
  - Have strategic plans for ways to increase diversity - ranging from ADA compliance to Federal, state, and local Affirmative Action protocols, creation of gender neutral restrooms etc.
  - Diversity certificate programs (University of Pittsburg, UCI)

- ○ Some programs integrate strategy throughout the university (each area of study/college/etc. have people designated to promote diversity)
- ○ Many programs hosted diversity and inclusion events regularly (at least once a quarter, if not once a month)
  - ■ These events range: educational, professional networking, social content
  - ■ Also range for audience (some universities have groups just for staff to promote diversity - i.e. Stanford)
- ○ Most programs have ways of measuring impact (exit surveys from events, participation levels, etc.)
- ○ Most programs, events, etc. are FREE to promote inclusion of those who may not be able to afford a ticket or who would be turned off by the idea of having to pay for an event (particularly if that program is required)

2) What do our peer institutions do to address similar issues? Are there effective programs we can model?

UC Berkeley: http://diversity.berkeley.edu/programs-services/faculty
A major University-wide program that addresses students, faculty, staff, and community members on the systemic roots of racism, sexism, abelism and inequalities to create a better campus climate.
- ● Faculty Programs include:
  - o Diversity research from a range of Institutes at the campus, including Haas Institute for a Fair and Inclusive Society, Center for Latino Policy research, Department of Gender and Women's Studies, Department of African American Studies, etc.
  - o Faculty Equity Advisors appointed by each school's Dean to assist in equity and inclusion across campus programs.
  - o Faculty dialogue series: peer-led conversations on inclusive teaching practices. http://diversity.berkeley.edu/campus-climate/campus-climate-initiative/faculty-dialogue-series-creating-inclusive-classrooms
  - o Faculty mentoring (both formal and informal). Each department tailors own program to suite needs.
  - o Department planning toolkits

University of Chicago: https://bsddiversity.uchicago.edu/page/signature-events-and-programs

The Office of Diversity and Inclusion was created to support the diversity of ideas, beliefs, and ethnicities of the students, faculty, and staff affiliated with the University of Chicago Medicine, Pritzker School of Medicine, and the Biological Sciences Division. The Office supports key programs, including Diversity Dialogues; Diversity speaker series; Diversity research and small grants programs (health disparities research); Distinguished award in Diversity and inclusion.

Duke University: https://web.duke.edu/equity/toolkit/
The Office for Institutional Equity supports the faculty recruitment process by assisting in the development of recruitment plans, reaching out to a diverse applicant pool of qualified candidates,

and discussing best practices for conducting equitable and compliant searches.

University of Penn: http://www.upenn.edu/affirm-action/offerings.html

Penn's Office of Affirmative Action and Equal Opportunity offers faculty programming in the form of a lecture series and workshops. One particular workshop, "Professional and Respectful Behavior in the Workplace," is a 60 min. training that looks at various forms of "disrespect" in people's everyday lives.

Dartmouth: http://www.dartmouth.edu/~ide/programs/
Office of Institutional Diversity & Equity oversees a number of programs and workshops throughout the University that strengthen ways to build a more inclusive learning and working environment. Programs include the Experience Dartmouth Ed program which provides the opportunity for a newly hired staff/faculty member to meet with staff/faculty member of the Dartmouth community regarding career advice/community adjustment. The Diversity Reading Group is another program for faculty and staff to dive into deeper issues regarding identity.

University of Notre Dame: http://diversity.nd.edu/take-action/

The Office of Diversity and Inclusion
- o   Initiative on Faculty mentoring
  - o   The Office of the Provost sponsors faculty participation in the Faculty Success Program, a 15-week mentoring experience offered by the National Center for Faculty Development & Diversity. The online program, facilitated by tenured faculty, is designed to equip faculty with the skills and strategies necessary to increase research productivity, promote effective time management, and maximize work-life balance.
- o   Project on Inclusive Curriculum
- o   All vice presidents and senior leaders in the Office of the Executive Vice President participate in training on cultural competency, micro aggressions, and benefits of diversity. To date, more than 400 new employees at the University have also participated in the multicultural competencies training during new hire onboarding. This training segment includes awareness, skills, knowledge, attitudes, behaviors, and beliefs developed to interact with and better serve diverse populations.
- o   Hiring Game Changers Workshop-
  This recruiting workshop provides leadership and staff involved in hiring with a framework for using multicultural awareness, skills, and knowledge to reduce bias in the hiring process, from prospect identification and recruitment to interviews and onboarding.

Carnegie Mellon University:
College of Engineering: Center for Faculty Success

https://engineering.cmu.edu/faculty_staff/services/center_faculty_success/index.html

- o Jr. Faculty Program- A mentoring program between new and senior faculty in promoting inclusion, and to help new faculty acclimate to University setting.
- o Plaidvocates – workshops in unconscious bias and to minimize the effects and be aware of biases.
- o https://engineering.cmu.edu/faculty_staff/services/center_faculty_success/plaidvocates.html

Columbia University: http://facultydiversity.columbia.edu/
Office of the Vice Provost for Faculty Diversity and Inclusion
- o Best practices guide in Faculty mentoring
  - · Clear articulation of career goals/departmental priorites; technical and psychological support; identifying mentor models; identify resources needed; roles and responsibilities; oversight and evaluation.
- o Columbia Center for Teaching and Learning
  - · Faculty orientations, Workshops, teaching resources and lectures

- **Northwestern**: http://www.northwestern.edu/diversity/
  - ○ Diversity and Inclusion Timeline and Report
    - ■ Inaugural State of LGBT Health Symposium (8.18.2016)
      - ● "Bringing together researchers, policy makers, community-based organizations, and members of the broader LGBT community to discuss the intersection of research and policy related to LGBT health"
    - ■ Dance marathon (6.24.2016)
      - ● to support "educational and therapeutic programming to individuals of all ages with Down syndrome to build their confidence and promote continuous improvement"
    - ■ Native American Steering Group established (6.3.2016)
    - ■ Revisiting John Evans and the Sand Creek Massacre (5.4.2016)
      - ● "A panel of Cheyenne and Arapaho representatives and descendents of John Evans spoke about the Sand Creek Massacre and John Evans' legacy"
    - ■ Diversity and Equity Awards and Grants (4.7.2016)
      - ● Provost Office created two new programs: Grants for Faculty Innovation in Diversity and Equity (http://www.northwestern.edu/provost/faculty-resources/career-development/diversity-and-equity-grants/index.html) and the Award for Faculty Excellence in Diversity and Equity (http://www.northwestern.edu/provost/faculty-honors/award-for-excellence-in-diversity-and-equity/index.html)

- - - ■ Increases to Financial Aid (3.3.2016)
      - ● "Significantly increase financial aid for students, eliminate loans for incoming undergraduates and provide University-funded scholarships to undocumented students who are graduates of U.S. high schools"
    - ■ Launched Institute for Sexual and Gender Minority Health and Wellbeing (2.29.2016)
      - ● "First research institute in the United States...that is focused exclusively on LGBT health"
    - ■ Employee Accommodation Fund Establish (2.8.2016)
      - ● "Established a centralized fund to support the hiring of employees with disabilities"
  - ○ Program list (includes title of program/event, timeframe, and sponsoring party/organization) http://www.northwestern.edu/diversity/programs/index.html
  - ○ Embracing Diversity brochure: http://www.northwestern.edu/diversity/docs/diversity-inclusion-brochure.pdf
  - ○ Starting in 2000, created annual reports, "to gauge the University's progress recruiting and retaining under-represented groups"
    - ■ http://www.northwestern.edu/diversity/resources/reports/index.html
- ● **Purdue University**: https://issuu.com/purduediverityandinclusion/docs/16_spring_program_guide_0f1e7b2b5cad60/15?e=0/32126868
  - ○ 2016 Program guide detailing events/programs/organizations that support diversity and inclusion (safe space zones with times, panels, lectures, celebrations of holidays, etc.)
- ● **University of Houston Center for Diversity and Inclusion:** http://www.uh.edu/cdi/
  - ○ Services
    - ■ Advocate for Students
    - ■ Computer lounge, study and meeting space
      - ● Safe space, "for students to study, engage in intercultural dialogue, and enhance their leadership abilities"
    - ■ Diversity education workshops and programs
      - ● "Offers diversity related trainings and seminars to help students become active citizens who are able to identify and work within the needs, strengths and challenges of a diverse environment"
    - ■ Lending library
      - ● "Provide a library of diversity related resources...to help borrowers increase their understanding of important historical and currently relevant topics that relate to diversity, inclusion, and social justice"
    - ■ Program co-sponsorship
      - ● "Partners with other campus student organizations and departments to increase outreach and showcase various aspects of diversity"
  - ○ Resources

- - - Cultural Student Organizations list:
        http://www.uh.edu/cdi/resources/cultural_student_organizations.html
      - Campus Resources list:
        http://www.uh.edu/cdi/resources/campus_resources.html
      - Diversity Related studies list (academic courses and departments):
        http://www.uh.edu/cdi/resources/diversity-related-studies.html
      - Funding for engagement initiatives and learning opportunities for students
        as well as more formal grant funding for conferences, etc.
- Cornell University: http://diversity.cornell.edu/
  - Equal Opportunity & Policies
    - Oversight and Responsibility
      - Department of Inclusion and Workforce Diversity (DIWD)
      - "Using data collection and workforce analysis, DIWD designs and
        delivers innovative strategies to achieve inclusive excellence in the
        University's systems, structures, and culture"
      - Makes sure the university is compliant will all federal, state, and
        local laws
    - Equal Education and Employment Opportunity
      - Lots of policies that outline the University's stance on being entirely
        inclusive as well as discussing remedial/disciplinary measures for
        employees or students who do not comply (all kind of vague)
    - Affirmative Action and Workforce Inclusion Plans
    - Disability Access
      - Outlines disability access routes as well as strategic planning for
        increased accessibility for people with (mostly physical) disabilities -
        http://disability.cornell.edu/docs/2015-2016-disability-strategic-pl
        an.pdf
    - Gender Equity and Title IX
      - http://titleix.cornell.edu/
      - Lots of outlines of what qualifies as prohibited behaviors, but not
        much on how Cornell addresses the behaviors/potential
        consequences
    - Restroom/Facilities Use Guidelines
      - Inclusion of "universal restrooms" throughout the campus
  - Cornell's Vision Statement on Diversity
    - http://diversity.cornell.edu/sites/default/files/Open%20Doors%20Open%
      20Hearts%20Open%20Minds%20Logo.pdf
  - Addressing Campus Climate
    - Addressing Bias Activity
      - Since 2000, Cornell has tracked biases that have been reported and
        update it monthly. Create mid-year and Annual reports based on
        aggregate data
        - http://diversity.cornell.edu/addressing-bias-activity

(Monthly incident summaries and annual reports)
- Quantitative Study of Climate for Diversity at Cornell
  - 2013 study that focused on engagement and inclusion - prompted further research
- Qualitative Study of Climate for Diversity at Cornell: Student Experiences
  - Sylvia Hurtado hired to review survey data and conduct interviews: created report that demonstrated her findings (basically they could be doing better and need to integrate diversity plans better into things like the Greek system, make it easier to report, etc.)
    - http://diversity.cornell.edu/sites/default/files/Qualitative-Study-of-Student-Climate-Executive-Summary.pdf
    - http://diversity.cornell.edu/sites/default/files/Qualitative-Study-of-Student-Climate-Full-Report.pdf
- Report of the Retention of Undergraduate Black Man
  - One of the findings from the 2013 study indicated Cornell struggles with retention of black undergraduate males
  - Created strategic report to attempt to alleviate the trend: http://scl.cornell.edu/sites/sas.cornell.edu/files/documents/SAS-Diversity-Init1-outcomes.pdf
- University of Pittsburgh: http://www.diversity.pitt.edu/
  - Key Initiatives
    - Affirmative Action and Diversity Recruiting
    - Education and Training
      - "Every month, ODI (Office of Diversity and Inclusion) provides customized training on issues related to diversity and inclusion"
      - Diversity and Inclusion Certificate Program
        - Hoping to help employees gain skills to help the university reach their diversity and inclusion goals
          - https://www.diversity.pitt.edu/education-training/diversity-and-inclusion-certificate-program
          - Two required workshops (Fostering a Diverse and Inclusive Environment: The WHY and HOW; Preventing a Sexual Misconduct: Understanding Your Responsibility) and four elective workshops
    - Pitt Diversity Initiatives
      - Affinity Groups (LOTS of standards and rules as well as ways for the university to monitor the effectiveness - as a result, only two listed affinity groups on the website)
- Yale University: http://inclusive.yale.edu/
  - Key Initiatives
    - Strengthening the Academic Enterprise
      - In 2016, created the Center for the Study of Race, Indigeneity, and Transnational Migration - "an academic and research

center the houses the undergraduate Ethnicity, Race, and Migration Program and the academic journal, Social Text"

- ■ Hosts lectures, conferences, aligns with other student initiatives, and gives out award for community engagement
- ■ http://ritm.yale.edu/
- ○ In 2015, allocated funds for faculty positions focusing on un- and/or underrepresented communities
  - ■ Created more courses that support this field
- ○ Five year initiative to support diversity - supporting faculty recruitment, appointments, pipeline development, etc.
  - ■ Created: Emerging Scholars Initiative Post-BA Research Education Program and Dean's Emerging Scholars Initiative Fellowship (both are fully enrolled)
- ○ Created dean position for diversity and faculty development
- ● Expanding Programs, Services, and Support for Students
  - ○ Increased cultural center budgets and staffing
  - ○ Adjusted financial aid policy
    - ■ "Increase of $2 million in financial aid spending to reduce the amount that students are expected to contribute from summer earnings, as well as a new 'college start-up fund' to provide $2000 awards in the freshman year to students with the highest levels of financial need"
  - ○ Enhance mental health and counseling offerings
- ● Improving Institutional Structures and Practices
  - ○ Conduct leadership training on recognizing and combating discrimination (starting fall 2016)
  - ○ Created new website for students that talks about university policies and procedures surrounding discrimination and harassment
    - ■ http://student-dhr.yale.edu/
  - ○ ** New committee to develop principles on renaming of campus buildings
    - ■ http://president.yale.edu/advisory-groups/presidents-committees/committee-establish-principles-renaming-0
- ● Representations of Diversity on Campus
- ● Harvey Mudd College: https://www.hmc.edu/diversity/
  - ○ Key Goals:
    - ■ Awareness
      - ● "Understanding of critical issues, including bias, power, and

privilege. We actively counter racism, sexism, classism, heteronormativity, ableism, and other forms of institutionalized oppression"
- ■ Allyship
  - ● "We aim to offer students, faculty, and staff the skills, training, and space for dialogue to serve as allies to one another on the path to a socially just and equitable society. Our programming model includes speakers, educational series, events, and trainings"
- ■ Action
- ○ Impact Report: https://drive.google.com/file/d/0BzR_KHZNACM_Tnc4SEdTQWh5TGs/view
  - ■ Offer educational series, seminars, book clubs, among other activities to support their mission
  - ■ Free competitive summer program for newly entering, underrepresented students in STEM areas
  - ■ Really strong results from their programs
- ○ Learning Outcomes
  - ■ "Attendees at OID projects and events will:
    - ● 1. Learn multiple facets of different issues/different perspectives.
    - ● 2. Be able to articulate a different point of view or an unfamiliar way of looking at the world.
    - ● 3. Be able to identify ways in which they will integrate at least one thing they learned into their lived practice"
- ● Stanford: https://diversityandaccess.stanford.edu/diversity/diversity-facts
  - ○ Best Practices for Creating a Diverse Search Plan
    - ■ Determining Opportunities for Diversifying Staff
      - ● Office needs? Stakeholders? Current office demographics? Vacancies and types of positions?
    - ■ Evaluating Job Descriptions
      - ● Aligned with commitment to diversity? Language of job description? Accurately reflect skills and education needed? Include biased language?
    - ■ Diversifying the Applicant Pool
    - ■ Interview Applicants
      - ● Make sure interview pool includes women and minorities
      - ● If search committee is used, have it reflect the kind of population you wish to hire
  - ○ Staff groups - provide professional, educational, social outlets for staff to learn and grow together. Have annual multicultural staff group celebratory events as well as monthly professional, social, and learning events
  - ○ Multicultural Springfest
    - ■ Complimentary lunch, art exhibits, live music
    - ■ Celebration of staff - honor staff members who have been working for 30

years or more