

EDGEWOOD COLLEGE
PLAN FOR
MULTICULTURAL CAMPUS

Approved by Faculty Association on January 27, 1992, and by the Edgewood College, Board of Trustees, on February 19, 1992. (March 3, 1993 name of plan was changed from Campus Diversity Plan to above title)

MISSION STATEMENT

In their historic tradition of vital and free inquiry into human and revealed truth, the Sinsinawa Dominican Sisters sponsor Edgewood College as part of their educational mission. The primary purpose of the College is to develop intellectual competence within a Christian community that seeks to further personal development and a sense of responsibility for service. To promote this goal, the college provides instruction in disciplined inquiry and reflective judgment in the arts, sciences, and professional fields.

As a Catholic community in the Judeo-Christian tradition, Edgewood College welcomes men and women of all ages, religious affiliations and ethnic backgrounds. It aims to maintain its mission in a spirit of faith and freedom, with a vision toward peace and justice.

STATEMENT OF EDGEWOOD'S VISION

1. Edgewood College exists as a community devoted to educational excellence, peace, justice and social responsibility. By example and instruction the College builds this community on the basis of mutual respect among its members and pleasure in scholarly pursuits. The community is governed by its members and served by curricular and co-curricular programs.
2. As a community the College serves other communities and individuals within its proximate geographical area. It has a special commitment to families and groups who desire a humane and catholic education for their members, and it endeavors to assist all those in professional and public life who are concerned about the moral quality of the communities in which they live and work.
3. Edgewood's Vision is inspired by the heritage, example and leadership of the Sinsinawa Dominican Sisters. Their heritage calls members of the College community to reflection, experience and service undertaken with a whole-hearted commitment to truth. A Dominican devotion to truth aspires to wisdom and is based on intellectual competence. It encompasses the theoretical and practical; its integrity welcomes doubt and delights in diversity; and it seeks full expression in joyful communication and worship. Pursuit of

truth in the tradition of the Sinsinawa Dominicans requires diligent study and a commitment to peace and justice.

4. Edgewood College prepares students for moral leadership in their professional circles and society. Curricular and co-curricular programs provide for sound intellectual, spiritual, social and physical development. At Edgewood learning is pursued in an atmosphere of trusting relationships inspired by respect for individual differences. Experience in this scholarly and humane community enables its graduates to establish morally responsible familial and civic bonds. The Edgewood graduate will have a breadth of intellectual experience, an ability to think critically and creatively, a willingness to enter into a personal relationship with truth, an ability to learn throughout life, an openness to change and diversity, and a life-long appreciation of higher education in the tradition of the Sinsinawa Dominican Sisters.
5. Edgewood College offers programs of study which provide a humane and liberal basis for professional and pre-professional development. The College integrates its curricula practically so that study in the liberal arts provides grounds for personal growth and professional specialization, while professional programs prepare a student for a personally satisfying and morally responsible vocation.
6. Edgewood maintains its liberal character by sustaining programs in the arts, natural sciences, mathematics, social sciences, language, literature, history, philosophy and religious studies. General degree requirements for the College ensure a broad liberal foundation for the student's preparation along with a capacity for cogent expression. The College realizes its commitment to peace and justice through its integrative programs, especially Human Issues, that facilitate a global perspective, understanding of cultural diversity and respect for ecological interdependence.
7. Teaching is the first priority of Edgewood's faculty. The College supports and encourages the scholarly and artistic development of its faculty. It strives for a culturally diverse faculty drawn on the basis of intellectual and professional excellence.

8. The College will recruit a student population which is diverse and balanced in terms of cultural and religious background, gender, economic status and age. It aims for a student body of 600 full-time and 1000 part-time students by 1994. Minority and international students would compose at least 15% of the student body.

9. Edgewood, committed to sound business practices, ensures the preservation and development of its resources. Personnel policies and appeals procedures are to be explicitly formulated so that all personnel can participate in the development of policies regarding salary, benefits and working conditions. Salaries will be equitable among lay and religious faculty and competitive with comparable institutions. The budget will be balanced and will include provisions for emergencies and development. At least forty percent of the income of the College will come from sources other than tuition (i.e., development and grants). Edgewood plans for contingencies which may affect its growth and development, but it recognizes that risks must be taken to attain capital for promotion and development. The physical plant is to be attractively maintained and upgraded for cost-effective utilization of energy and space. As the physical plant expands with increased enrollment, the beauty and ecological integrity of the grounds will be protected.

Historically, the Sinsinawa Dominican Sisters and Edgewood College have been committed to the education of students from diverse racial and ethnic backgrounds. Many of the Sisters have taught minority students in the South and in urban areas as part of their mission. When Dominican high schools were more numerous, especially in the South, these served as feeder schools, bringing minority students to the College. Though always a small number, many of these students assumed positions of leadership in their chosen careers. In the mid-eighties, the flow of students from these schools ceased. After some few years of reflection, the College put in place activities to insure it would continue to have a diverse student body. It has been participating in MATC's Pre-collegiate Program, to prepare students for and encourage them to attend college, attended minority recruitment fairs and hired a part-time minority counselor. Its artist-in-residence has brought powerful and high quality black gospel singers and musicians to campus annually for the last three years. The College has recently joined the Milwaukee Guarantee Program, a program designed to guarantee higher education to eligible high school students. Many faculty have been incorporating multicultural dimensions into their curricula.

It is within this broader context and in the hope of strengthening its efforts to enrich the educational experience of all who come to Edgewood that the Edgewood College Plan for Multicultural Campus has been developed.

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This plan is based on the assumption that Edgewood College values a diverse student body and will take action to move the College campus through the following stages to achieve such a student body.

GOALS: Minority enrollment should be at least proportional to the minority population of the state.

Minority graduation rates should be comparable to those of other students.

STAGE ONE: REMOVE BARRIERS TO PARTICIPATION

1. Recruit underrepresented students, faculty and staff.

Attempt to recruit minorities in pairs.

Plan for and implement (summer 92) pre-college program.

Identify target populations, such as schools, churches, Dominican ties and contacts, and establish links with them for recruiting purposes.

Identify minority students and alums for involvement in recruitment.

2. Provide adequate financial aid.

When establishing financial aid priorities, emphasize grants over loans in the first two years of college. Simplify applications for financial aid and coordinate financial aid and admissions procedures. Assess methods for distributing financial aid and its effect on student success.

3. Use broadened admissions criteria.

Expand the means of assessing each student's potential for success in college admission decisions.

STAGE TWO: HELP STUDENTS TO ACHIEVE

1. Make clear what success at College entails.

Identify current minority students to serve as peers to new students.

Identify minority alums to serve as mentors.

2. Take steps where necessary to help students reach academic standards.

Schedule summer remedial and refresher courses in reading, writing, math and study skills (summer 92) for all students in need.

Enlarge and strengthen Learning Resource Center so more and continuous help is available for all students. ESL. Enrichment activities.

Track students in order to assist them before it is too late.

Improve institutional record keeping so better retention and analytical studies can be done.

Promote development of a peer group to aid graduate students to meet the objectives of their program.

3. Develop partnerships with public schools and community colleges to ease transition.

Provide high schools and community colleges with information about their students' achievements at Edgewood.

4. Increase use of mentors and academic advising.

Assist faculty to take primary responsibility for advising students about course patterns that lead to career opportunities.

STAGE THREE: CHANGE LEARNING ENVIRONMENTS

1. Use assessment, learning assistance, better teaching strategies and curricular reform to change learning environments for all students.

Assess students when they enter and after they complete the general education program; use this information to improve how teachers teach and what and how students learn. Evaluate the incentive and reward system to ensure that it encourages faculty research and innovation directed toward improving teaching and learning.

Provide learning assistance, such as through tutors or special programs, to students with identified weaknesses.

Assist faculty to integrate multicultural perspectives into general education courses studied by all students and in major courses.

Give priority to faculty development projects that will increase and enhance a multicultural perspective in classes and programs.

2. Recruit minority students to fields with severe shortages of minorities including math, science, engineering and teacher education.

3. Include a multicultural dimension to new student/freshmen orientation.

Include a multicultural dimension in new faculty and staff orientation programs.

Provide workshops for faculty, staff and students to sensitize them to other cultures and cultural differences.

4. Strengthen role of minority and international student advisors.

5. Where possible and appropriate, place students in the minority community for service projects, internships, etc.

6. Be proactive in inviting students to join organizations and to be available for leadership positions.

7. All things being equal, special consideration should be given to minorities in hiring.

Assign faculty members to mentor new faculty.

Work to make Edgewood as attractive as possible to minority faculty.

*The backbone for this plan has been ACHIEVING CAMPUS DIVERSITY: POLICIES FOR CHANGE. National Task Force for Minority Achievement in Higher Education. Education Commission of the States.

