

EDGEWOOD COLLEGE

Toward a Campus Climate of Inclusion

A Three-Year Plan to Improve Racial and Ethnic
Diversity at Edgewood College, 2009-2012

7/1/2009

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Toward a Campus Climate of Inclusion: A Three-Year Plan to Improve Racial and Ethnic Diversity at Edgewood College, 2009-2012

Introduction

Diversity has been a topic of long-standing importance at Edgewood College. As described in the introduction to the *Edgewood College Plan for Multicultural Campus* (sic), approved by the Board of Trustees and the Faculty Association in 1992, efforts to serve a racially diverse population emerged directly from the interest of the Sinsinawa Dominican sisters and the College in “the education of students from diverse racial and ethnic backgrounds” (Edgewood College, 1992, p. iv). That document acknowledged and sought to build upon the work that had previously been accomplished. Similarly, this document attempts to build on more recent efforts to cultivate greater racial and ethnic diversity. It is with a sense of gratitude for the efforts already made and a sense that greater gains can and must be achieved that the Diversity Task Force has conducted its work.

This document consists of four major sections: a review of the rationale for this plan, a discussion of the institutional context in which it was developed, a review of the Task Force’s work (including the planning process), and the plan itself.

The Rationale for the Plan

Colleges and universities typically seek to diversify their campuses for a number of reasons: to remedy issues of social injustice, to increase enrollment, and to improve the quality of student learning. Each of these is currently relevant at Edgewood College.

Within higher education, the case for increasing diversity has been largely grounded in the rationale that persistent inequities call for institutional action. Jenkins and Walton make this case explicitly:

“Multicultural education, as a field of practice, is primarily concerned with advancing the cause of social justice” (Jenkins & Walton, 2008, p.88). In fact, a social justice case for diversity can be made at the societal level, at the level of sponsorship, and at the institutional level.

Despite demographic growth among racial and ethnic minority populations, significant gaps in college access, persistence, and graduation continue (Advisory Committee on Student Financial Assistance, 2001; Baum & Ma, 2007; Williams, Berger, & McClendon, 2005). Although Edgewood College has made significant efforts to attract, recruit, and retain students, faculty, and staff who are racial/ethnic minorities, and despite some promising trends in both increased enrollment and retention rates, the College still experiences these same gaps (Edgewood College, 2007). Given the positive correlation between education level and income level (Baum & Ma, 2007; Day & Newburger, 2002), persisting gaps left unaddressed will perpetuate existing income imbalances. Edgewood College can contribute to dismantling these imbalances and many others that exist through improving access and progress for individuals from racial and ethnic minority backgrounds.

The actions of the Sinsinawa Dominican sisters indicate their commitment to racial and ethnic diversity. This commitment is consistent with the principles of Catholic Social Teaching. In particular, the principles of human dignity, preferential protection for the poor and vulnerable, solidarity, human equality, and the common good (Byron, 1998) contribute to this concern. Recently, the Sinsinawa Dominicans have engaged actively in work to create an anti-racist society. All of these efforts are consistent with the value of justice, one of the five core values of the Sinsinawa Dominicans. In a document intended to inform Sinsinawa Dominican-sponsored institutions about the expectations of the sponsoring order, the schools are called to “commit our energies to issues of poverty and racism” (Sinsinawa Dominican Corporate Board, 2005).

In addition to these social justice concerns, diversity is taking on a heightened role in the United States because of a significant shift in racial and ethnic composition. Students of racial and ethnic minority backgrounds are among the few student groups likely to be growing in higher education over the next few years. In Wisconsin, the Latino population is by far the most rapidly growing part of the state; it is expected that the proportion of Latino graduates from high school will nearly triple between 2004-05 to 2014-15 (WICHE, 2008). The chart below illustrates the rapid growth in this population over a twenty-year time span. The result will be that students who are racial minorities will comprise 18% of Wisconsin high school graduates by 2010 and 22% by 2019.

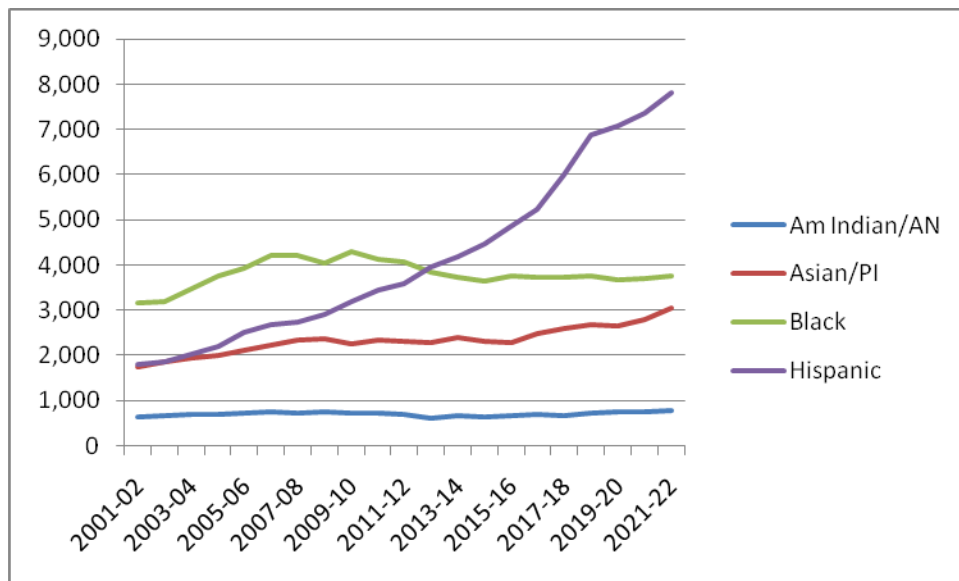


Figure 1--Racial-Ethnic minority students graduating from Wisconsin public high schools, 2002-2022 (Source: WICHE)

In contrast to growth in minority student populations, the white, non-Hispanic population will decrease. On the whole, the number of Wisconsin high school graduates is expected to decrease by approximately 10% from the peak in 2008 through the expected demographic trough in 2015.

As the chart below demonstrates, racial and ethnic diversity has grown at Edgewood College over the past decade (Office of Institutional Research, 2008). Further growth, however, appears necessary to sustain enrollments in light of the demographic change in the state and nation. The so-called business

case for tuition- dependent colleges like Edgewood College seems clear—in order to sustain or grow enrollments, it is essential to attract and serve increasingly diverse student populations.

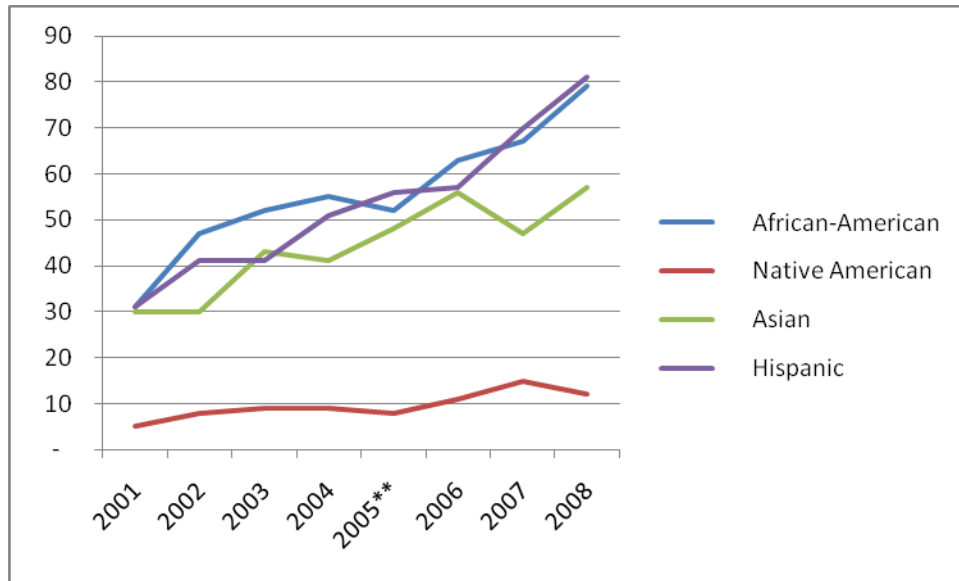


Figure 2--Edgewood College enrollment of students who are racial/ethnic minorities

In addition to social justice and demographic trends, a focus on student learning for all is an important part of the rationale for sustained, successful diversity efforts (Eckel & Kezar, 2007). Increasing diversity carries benefits for all students, not just students from racial and ethnic minority backgrounds. As Chang notes, “The frequency of cross-racial interaction that occurs during the normal course of undergraduate life contributes in positive ways to students’ learning and educational experiences” (2007, p. 28). Research indicates that students who are educated in institutions with greater compositional diversity (i.e. racial and ethnic diversity) graduate with a higher level of preparation for working and living successfully in an increasingly diverse world (Milem, Chang, & antonio, 2005). Further, the impact of a diverse learning community is sustained past the time of enrollment and into the lives of graduates (Harper & Hurtado, 2007). The Supreme Court has found this argument compelling as well. In one of the most influential rulings regarding diversity in higher education, Justice Powell commented, “(Both) tradition and experience lend support to the view that the contribution of diversity is substantial.” (Regents of the University of California v. Bakke, 1978) More recently, the majority opinion in *Grutter v. Bollinger et al* (2003) echoed the same sentiment--that diversity contributes substantially to the education of all students. Ultimately, issues of quality and diversity are truly linked. As the introduction to the first paper in the Making Excellence Inclusive initiative sponsored by AAC&U states:

Inclusive Excellence re-envision both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and

expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. (Milem et al., 2005, p. iii)

In summary, creating a more inclusive climate along the dimension of, racial and ethnic diversity is consistent with the College's mission to prepare students for "meaningful personal and professional lives." Further, the College's stated commitment to justice, the changing demographics in the surrounding geographical area, and the positive impact of increased diversity on the learning experience and subsequent life of all students make a convincing case for the centrality of improving the campus climate for racial and ethnic minorities at Edgewood College.

The Context

The formation and subsequent work of the Diversity Task Force did not occur in isolation. Rather, the group was consciously formed to address an issue that had been identified in the Strategic Plan (2006) and during the self-study process that preceded the 2008 Higher Learning Commission reaccreditation visit. There are six institutional strategies in the strategic plan and there were only four topics for which addenda were prepared as part of the self-study process (2007). The fact that diversity is represented in each signals an awareness of the critical importance of the topic, and feedback from both the self-study and the advice given by Higher Learning Commission consultant-evaluators has been influential in this process.

Broadly speaking, four major themes emerged from the self-study addendum. First, increased diversity has been occurring in the last decade, both in faculty representation and student enrollment. In addition, many departments and individuals have engaged in efforts that attempted to either increase diversity on campus, make the campus more inclusive, or both. Despite each of these facts, gaps in retention for both populations still exist. This gap suggests that current efforts, while improving performance, would not likely be sufficient to achieve parity. Ultimately, the addendum suggests that the College's ongoing struggles with diversity were largely the result of three key challenges: a lack of assessment, a lack of clear definitions and goals, and lack of a systemic approach (i.e. often isolated efforts).

Not surprisingly, the Assurance Report from the Higher Learning Commission (Tate et al., 2008) echoed similar themes. Consultant-evaluators noted that leadership for diversity is diffuse and suggested that the College would benefit from some centralization of leadership, preferably at the senior level. In addition, they noted the symbolic importance of the Community Scholars program (which seems to be borne out in increased enrollment of racial and ethnic minority students from Dane County over the past two years). Third, they observed that activities "are only supportive of and not constitutive of a culture of inclusion and diversity" (p. 5). Finally, they issued a charge about the importance of change at every level of the organization—from the Trustees on down—while suggesting that the depth of cultural change necessary to fundamentally change the campus requires strong support from senior leadership.

The Task Force

In summer of 2008, after receipt of the draft reports from the Higher Learning Commission, the President's Leadership Team and Deans' Council met to discuss plans for the upcoming year. Through an exercise designed to identify the areas most needing to be addressed during the next year, these senior leaders chose diversity as one of three areas of focus for the 2008-09 academic year (along with general education revision and assessment) .

To move the initiative forward, Dr. Carey created the Diversity Task Force with a clear charge:

To develop a research-based three-year plan by May 31, 2009 for creating campus climate of inclusion especially along the dimension of racial and ethnic diversity, including the areas of outreach, curriculum/classroom learning, out-of-class learning, and infrastructure (policies, procedures, etc.).

Three features of this charge are especially important. First, this plan will be research-based; the Task Force has engaged in research in order to identify approaches that could be applied to the unique setting of Edgewood College. Second, the plan will be comprehensive. An expanded list of isolated activities was not the intent; rather, the plan attempts to identify and address issues at the systemic level. Finally, the group to develop the plan was diverse itself—faculty, staff, students, and administration were represented, as were both women and men of varying racial and ethnic heritage.

The charge was limited in scope to focus primarily upon racial and ethnic diversity among individuals from the United States. This choice was intentional and not made lightly. The College has had a long and noble tradition of valuing each dimension of diversity equally. The decision to focus on race and ethnicity was not intended to suggest that the dimension of racial/ethnic diversity is privileged over others. It was instead a pragmatic decision, driven by the facts that racial and ethnic minority populations contain the most rapidly growing demographic segment of our nation and that the College has demonstrable and persistent gaps between the performance of white students and that of racial and ethnic minority students. This focus was not intended to exclude other dimensions of diversity but rather to create sufficient focus to allow progress. In fact, we expect that many of the practices that emerge from this plan will have a positive impact on multiple dimensions of diversity. A natural outgrowth of this plan will be to apply its lessons to these other dimensions of diversity.

The Planning Process

The work of the Task Force began in fall 2008. The group spent time during first semester clarifying its role and approach, discussing how to engage with and communicate to campus, and drafting a rough work plan for spring 2009. Broadly speaking, the task force has used an eight-step process based on research in California (Clayton-Pederson, Parker, Smith, Moreno, & Teraguchi, 2007). The table below lists the steps in that process and when they were implemented during this process at Edgewood College (or, if planned, when they will be implemented).

Step	Used at Edgewood College
Establish a broad-based committee to oversee the work and networks to carry it out (p. 62)	Task Force appointed to develop plan

Review past efforts and envision “next steps” in relation to institutional mission (p. 63)	Reviewed Self-Study, Assurance Report, Advancement Report, conducted campus-wide departmental inventory
Develop institution-level goals for diversity that are linked to mission (p. 64)	Selected goals that are reflective of the local community and that serve as proxies for measuring an inclusive campus climate
Design strategies to meet goals (p. 65)	The plan lists five broad directions, categories of steps, and specific action steps (including evaluation).
Generate an action plan to enact strategies and an evaluation plan to monitor progress (p. 65)	
Use data to monitor progress, make adjustments and mid-course corrections, and learn about “what works” (p. 66)	The plan calls for evaluation of efforts and has room for adjustments as needed
Share results to increase understanding and commitment across campus (p. 68)	Results of assessments will be shared
Assess and build capacity to do the work (p. 69)	Human resource development is a key component of the plan
Establish an infrastructure to sustain organizational learning (p. 69)	This is one of the roles played within the oversight structure to be defined

The Task Force provided multiple opportunities for input across the campus community and from other institutions. The Task Force met with the President’s Leadership Team and Dean’s Council (joint meeting), with the Planning and Budget Committee, and with the Board of Trustees. The Task Force asked departments to respond to an inventory of their goals, measures, activities, and policies, explicitly requesting that leaders include as many community members as possible. In addition, approximately 100 faculty and staff attended a work session conducted as part of January Seminar. During April, the Task Force consulted with Maria Banuelos, who has played a leadership role in development and implementation of diversity efforts at MATC. Finally, over thirty faculty, staff, and students gave feedback to the directions at open meetings in May. These interactions led to changes to the inventory, to suggestions about process that have influenced the work of the group, and to modifications to the directions below.

Institutional goals

While the Task Force recognizes the importance of an inclusive campus climate as the ultimate measure of success in addressing the issue of racial and ethnic diversity, it was difficult to choose measures that would reflect that achievement. At the broadest level, the Task Force selected two types of goals.

The first goal is proportion: that faculty, staff, and students reflect the ethnic diversity of Dane County. At this point, approximately 16% of Dane County residents are individuals from racial/ethnic minority backgrounds (U.S. Census Bureau, 2009). The chart and table on the following page illustrate the current state of the College relative to these figures. During the work sessions the Task Force conducted, a number of individuals questioned whether achieving this goal is realistic. We believe these goals are achievable. First, nearly 15% of the freshman class of 2009 (as of June 1) is comprised of students from racial/ethnic minority backgrounds. In addition, nearly 23% of doctoral degrees conferred to U.S. citizens or permanent residents in 2004 was awarded to an individual who is a racial or ethnic minority

(KewalRamani, Gilbertson, Fox, & Provasnik, 2007), suggesting that the pool of prospective faculty members may contain sufficient racial and ethnic diversity to allow the College to meet this goal.

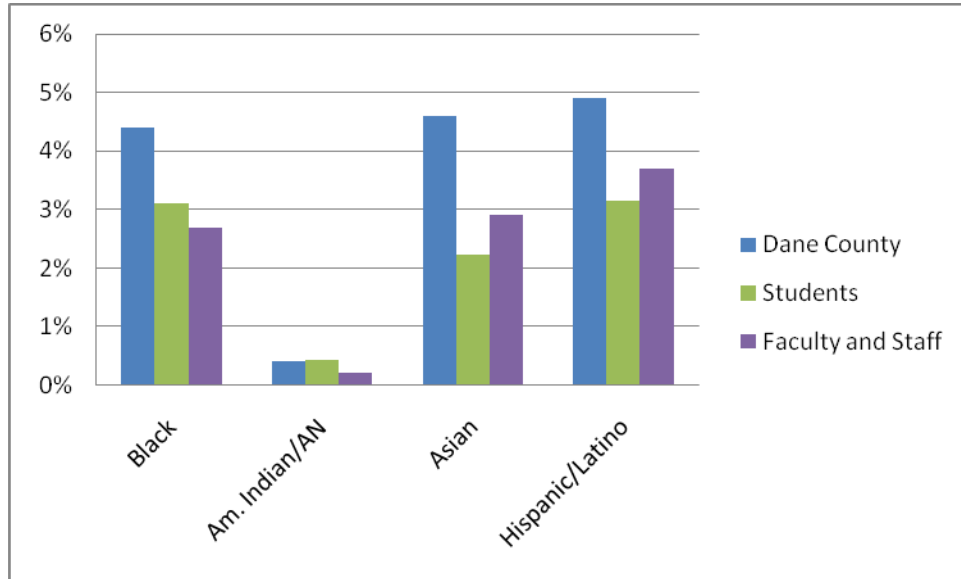


Figure 3--Dane County Population, Edgewood College enrollment and employment by race-ethnicity (Sources: U.S. Department of Census (<http://quickfacts.census.gov/qfd/states/55/55025.html>), Edgewood College Spring Enrollment Snapshot (2009), Edgewood College Human Resources Office

	Males		Females		Totals	
	Count	Percent	Count	Percent	Count	Percent
American Indian/Alaskan Native	0	0.00%	1	0.19%	1	0.19%
Asian or Pacific Islander	11	2.14%	4	0.78%	15	2.92%
Black, Non-Hispanic	6	1.17%	8	1.56%	14	2.72%
Hispanic	4	0.78%	15	2.92%	19	3.70%
White	190	36.96%	241	46.89%	431	83.85%
Non-resident Alien	1	0.19%	1	0.19%	2	0.39%
Unknown	13	2.53%	19	3.70%	32	6.23%
					514	

Table 1: Edgewood College faculty and staff by ethnicity, June 2009 (Source: Edgewood College Human Resources Office)

The second goal is progress: That faculty, staff, and students from racial and ethnic minority backgrounds progress through their time at Edgewood College at the same rate as their white counterparts. For students, progress means retention, academic success and honors, and graduation.

For faculty, progress would mean retention, tenure and promotion, and advancement into leadership roles. For staff, progress would mean retention and representation in leadership roles.

The Plan

A Systemic Approach

The goal of this plan is clear—to improve the campus climate, particularly for students, faculty, and staff who are racial and ethnic minorities. A direct approach, one which would attempt to add activities and practices without engaging in a process that reflected the institutional culture while attempting to change it, is not likely to cultivate meaningful, lasting change (Williams, 2006). As Harper and Antonio suggest, “*Diversity for education...must be thoughtful, intentional, proactive, coordinated, and comprehensive*” (2008, p. 9, emphasis in original). As a result, the work of the Task Force centers not on planning specific activities but rather upon constructing an environment in which those specific activities can flourish.

The departmental inventory conducted in January and February 2009 confirmed the need for such an approach. As the chart below illustrates, departments reported a high level of engagement in activities designed to foster an inclusive campus climate. These activities, however, are often weakly supported by clear goals, effective measures of progress, and policies that support the level of activity.

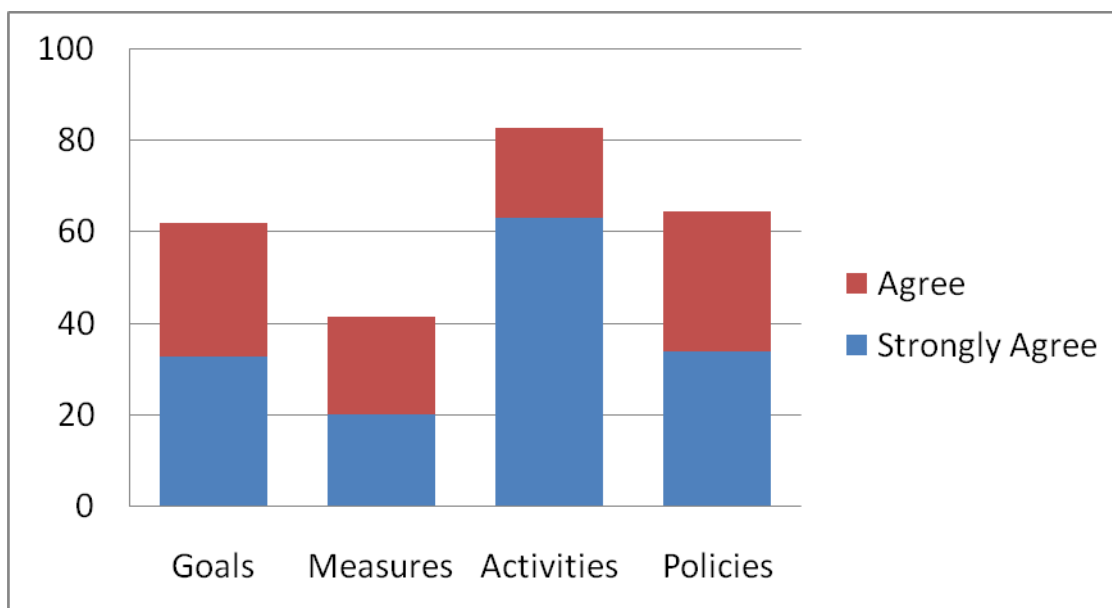


Figure 4: Percentage of departments indicating agreement that the department has these elements in place, from Department Inventory conducted spring 2009

Edgewood College is not alone in facing this challenge. The authors of a recent guide to improving campus diversity noted:

Institutions often have difficulty figuring out next steps beyond *people* and *programs*. Campus leaders need to push themselves and others to envision what *structures, policies, and rewards*

would help embed diversity efforts more broadly and deeply into institutional planning, campus culture, and day-to-day work. (Clayton-Pederson et al., 2007, p. 64, emphasis in original)

To be clear, the Task Force does not wish to criticize individuals and departments for their efforts. Indeed, the progress the institution has made is because of these efforts. These efforts can be even more effective when supported by conscious steps to create an environment conducive to their success. Similarly, Williams, Berger, and McClendon observe, “The major problem confronting institutions trying to enact inclusive learning and professional environments is not the lack of good ideas, but the inability to implement them successfully” (2005, p. 2) This plan is an attempt to create an environment conducive to generating, coordinating, and implementing the steps necessary to achieve a campus climate of inclusion.

The Structure of the Plan

The plan itself consists of five main directions, steps within each direction, and specific actions with timelines and leadership identified. The Task Force recommends five major directions for the College to develop:

- An institutional structure to coordinate development, implementation, oversight, and assessment of appropriate policies and practices to enhance racial and ethnic diversity at all levels.
- A systematic approach to recruiting, developing, and retaining faculty, staff, and administrators who are of diverse racial and ethnic backgrounds and/or demonstrate knowledge, skills, and attitudes that foster an inclusive campus climate.
- A systematic approach to recruiting, developing, retaining, and graduating students of diverse racial and ethnic backgrounds.
- A systematic approach to developing in all members of the campus community the knowledge, skills, and attitudes necessary to live successfully in an increasingly diverse world.
- A meaningful institutional presence in the community, including partnerships with other organizations working to advance the well-being of racial and ethnic minorities.

The plan below outlines steps toward each of these directions over the next three years. In many cases, the steps after the first year are contingent upon decisions made in that year. As a result, the plan is more complete for the first year (2009-10) than for the subsequent two years.

These directions emerged from a number of sources. Some came from research about best practices in higher education. Others emerged through conversations on campus. Still others were identified in other plans and adapted to Edgewood College’s unique setting. The Task Force worked diligently to identify and communicate those directions and steps that members believe most essential to building the systems necessary for sustained success.

An institutional structure to coordinate development, implementation, oversight, and assessment of appropriate policies and practices to enhance racial and ethnic diversity at all levels.

	Develop		Consider		Implement		Assess	
	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Start Date</i>	<i>Lead</i>	<i>Date</i>
<i>Campus Wide Commitment</i>								
Affirmation of the Diversity Plan	PLT	7/31/2009						
Departmental level plans based on institutional goals and plan (including assessment, evaluation of existing policies and practices, and program evaluation)	Chairs, Deans, Directors	5/15/2010				7/1/2010	Assessment Cmt, schools and depts	7/1/2011
Practices that ensure that the physical environment appropriately reflects racial/ethnic diversity and supports learning for racial/ethnic minority students	Facilities +	12/15/2009	PLT	2/1/2010		7/1/2010		7/1/2011
Practices that ensure communications (web, print, etc.) highlight a) the College's commitment to racial and ethnic diversity and b) the diversity of the campus	Ed Taylor+	8/15/2009				9/1/2009		7/1/2010
<i>Accountability</i>								
Performance review process that requires demonstration of position-specific knowledge, skills, and attitudes that foster racial and ethnic diversity	Human Resources & PLT	12/15/2009			HR and managers	1/1/2010		7/15/2010
Process and metrics for annual evaluation of Diversity Plan (using internal and external resources as available/needed)	Coordinator +	6/30/2010				7/1/2010		7/1/2011

Infrastructure								
Leadership and sufficient resources to coordinate first year	PLT	8/1/2009				8/15/2009		N/Ap
Ongoing resources (financial and human) necessary to support the diversity plan	Coordinator +	11/30/2009	P&B, PLT	3/1/2010		7/1/2010		6/30/2011
Permanent leadership (with authority and influence over implementation of the plan, and some financial resources to support it) reporting at senior level (i.e. Chief Diversity Officer)	PLT	11/30/2009	P&B	3/1/2010		7/1/2010		6/30/2011
Alignment of various campus diversity groups (CDI, CME, Diversity Cmt, et al) to achieve diversity goals, under a coordinated structure (i.e. a Diversity Council) reporting to the CDO	Coordinator +	11/30/2009				7/1/2010		6/30/2011
Next steps in expanding the scope of diversity beyond race/ethnicity	Coordinator +	3/1/2010	PLT	5/1/2010		7/1/2010		

A systematic approach to recruiting, developing, and retaining faculty, staff, and administrators who are of diverse racial and ethnic backgrounds and/or demonstrate knowledge, skills, and attitudes that foster an inclusive campus climate.

	Develop		Consider		Implement		Assess	
	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>
Hiring								
Three-Year Strategic Hiring Plan (including processes, training, compliance, and evaluation) for increasing racial and ethnic diversity among faculty and staff	HR + VPAA, Deans	3/1/2010	PLT	4/1/2010	HR + VPAA, Deans	7/1/2010		7/1/2011
Retention and Equal Opportunity Plan								
Process to ensure equal access to promotion, tenure, and leadership for racial/ethnic minority faculty (including self-analysis, ongoing evaluation and assessment, initiatives, and mentoring).	Fac Affairs, VPAA, Deans & chairs, Academic Rank, Faculty Affairs, Faculty Dev Cmt, Nomination and Governance	6/30/2010				7/1/2010		7/1/2011
Process to ensure equal access to promotion and advancement for racial/ethnic minority staff and administrators (including self-analysis, ongoing evaluation and assessment, initiatives, mentoring)	HR + Staff Affairs + PLT	6/30/2010				7/1/2010		7/1/2011

A systematic approach to recruiting, developing, retaining, and graduating students of diverse racial and ethnic backgrounds.

	Develop		Consider		Implement		Assess	
	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>
Recruitment								
Annual plans for recruiting freshmen, transfer, adult and graduate students (respectively) that include efforts specifically designed to attract students of diverse racial/ethnic backgrounds	Christine Benedict and Scott Campbell	9/1/2009				9/1/2009		9/1/2010
Academic programs that meet the needs of students and communities of diverse racial and ethnic backgrounds	Deans, Chairs, and Directors	11/30/2010				7/1/2011		
Sufficient financial support to sustain and improve affordability for racial/ethnic minority students	Kari Gribble and Scott Flanagan	11/1/2009	P&B, PLT	3/1/2010		1/1/2010		9/1/2010
Retention								
Simple, student-friendly enrollment process and services, especially for transfer students and returning adults of diverse racial/ethnic backgrounds	Coordinator, Deans +	5/1/2010				8/1/2010		7/1/2011
Curriculum (content and delivery) that includes experiences and perspectives of racially/ethnically diverse cultures and peoples	UCC, CME, Deans, Chairs, Directors	12/1/2009	Faculty Association	2/15/2010	Academic Affairs	3/1/2010		7/1/2011

Practices which intentionally engage students from diverse racial and ethnic backgrounds in co-curricular activities, residence halls, and organizations	Maggie Balistreri-Clarke, Chairs, Directors	8/15/2009				8/15/2009		6/1/2010
Academic support (including mentoring) and services that explicitly meet the needs of students of diverse racial/ethnic backgrounds	Maggie Balistreri-Clarke, Ken Macur, Learning Support Services	11/15/2009				7/1/2010		6/1/2010
Assessment								
Regular assessment of the student experience for racial and ethnic minorities both quantitatively (retention and graduation rates, for example) and qualitatively at every point of exit	IR Assessment Cmt/Task Force?	7/1/2009			IR Assessment Cmt/Task Force?	7/15/2009		

A systematic approach to developing in all members of the campus community the knowledge, skills, and attitudes necessary to live successfully in an increasingly diverse world.

	Develop		Consider		Implement		Assess	
	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>
<i>Operational definition of "knowledge, skills, and attitudes"</i>	Beth	8/1/2009						
<i>Student experience</i>								
Curriculum (content and delivery) that develops knowledge, skills, and attitudes both through general education and major/minor programs					UCC, Deans, Chairs, Directors	6/30/2010		
Co-curricular programs and services that develop knowledge, skills, and attitudes (including formal and informal opportunities for rigorous, honest dialogue)					Maggie Balistreri- Clarke	8/15/2009		
<i>Professional development</i>								
Practices that cultivate improving faculty capacity around knowledge, skills, and attitudes	HR +, CME, Fac Dev +							
Practices that cultivate improving staff capacity around knowledge, skills, and attitudes	HR							

A meaningful institutional presence in the community, including partnerships with other organizations working to advance the well-being of racial and ethnic minorities.

	Develop		Consider		Implement		Assess	
	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>	<i>Lead</i>	<i>Date</i>
<i>Outreach and Partnership</i>								
Academic programs and/or services at off-site locations in areas with large racial/ethnic diversity (such as Villager Mall)	Dean Pribbenow	6/30/2010						
Advisory Council(s) for the College regarding ongoing development and implementation of the diversity plan	Coordinator	8/1/2009			Coordinator	9/1/2009		
Connections between each department (including internships, outreach, events, services) and racial/ethnic minority communities (churches, organizations, etc.)	Deans, Chairs, Directors	6/30/2010						
Process for ensuring racial/ethnic minority contractors are considered for major purchases	Dick Keintz	12/15/2009						

Conclusion

Edgewood College has a long-standing commitment to the issue of diversity. The results of that commitment have not yet, however, been commensurate its passion. This plan is our best effort to define the next steps to truly create an inclusive campus climate for all Edgewood College community members—students, faculty, and staff. We believe that this work, though certainly imperfect, reflects a research-based, comprehensive approach to making progress on one of the most important issues the College faces. We hope this plan serves as a catalyst for meaningful, lasting change, and we look forward to contributing to its further development and implementation.

Members of the Task Force:

Dr. Scott Flanagan (chair), Vice President for Planning and Enrollment

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Kasey DeWitt, Student Resource Center Office Coordinator and alum

Beth John, Assistant Dean for Student Life/Director of Student Activities

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Ricardo McKenzie, Student

Dr. Huining Ouyang, Interim Director, Center for Multicultural Education

Dr. Charles Taylor, Dean, School of Business

Dr. Andrew Witt, Associate Professor of History

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