

The action plan for 2011-2014 (Updated May 2014)

Enrolling and supporting a diverse student population and employing and supporting diverse personnel

1. Develop protocols to increase the diversity of the applicant pool for faculty and staff positions and ensure a fair and equitable process in all searches.

We have created robust and leading practices in human resources for all our searches. Every search committee meets with Carla Ugboro in human resources and search chairs are invited to attend working sessions on developing diverse pools, behavioral interviewing and ensuring a fair and equitable process. In the past three years, faculty U.S. racial and ethnic diversity has increased from 10 to 15 percent and staff U.S. racial and ethnic diversity has increased from 18 to 22 percent for staff. Additionally we have increased our international colleagues of color by two percentage points.

2. Assess retention of students, faculty and staff across all populations, and develop appropriate retention programs.

Student retention is analyzed every year and those results are shared with the first year committee. The Multicultural and Global Education Centers each assess retention to their specific student populations. Our student retention rates are solid across all group and we will continue to monitor this each year. Turn over at the institution is quite low for faculty and staff. Human Resources and student life have added new exit strategy protocols that will glean better information for retention assessment.

3. Add regional Admissions staff in CA and consider TX as next area for concentration in order to increase the diversity of the undergraduate applicant pool.

We have added a full-time staff member in CA and hired a new Assistant Dean and Director of International Admissions and an Assistant Director of Admissions for Latin America.

4. Develop within the Office of Financial Planning a financial counseling center for prospective and currently enrolled students – an identifiable conference space and personnel to create comfort and support for relentless financial challenges of a socio-economically diverse population.

The Financial Planning suite in the new Inman Admissions Welcome Center has been designed to provide a resource space for students to explore scholarship and financial aid opportunities.

5. Create an enhanced undergraduate admissions approach that encompasses multicultural and international admissions, adds new territories to all counselors, two new staff and expanded office space in Powell.

All admissions staff members with travel responsibilities are charged with identifying schools with diverse populations of students in each territory. The list is approved by the director of diversity recruitment and, depending on region, has resulted in Elon reaching students where we have historically had little to no presence. Additionally, we have expanded our recruitment footprint into Arizona and New Mexico, which Elon has not visited in the past.

6. Support university efforts to form new relationships with international student enrollment options.

A new international strategic plan was developed and includes a multipronged approach to increasing Elon's international student population. Establishing an IEP (Intensive English Program) is key to the plan and we are exploring options now. We hosted our first international counselor visitation program in in spring 2014. Key to the plan is new staffing for an assistant dean and assistant director for Latin America beginning in June 2014.

7. Create strategic outreach plans to diversify applicant pools for graduate and transfer students.

Unprecedented application increases, particularly for the School of Health Science programs, and external forces impacting Elon's other graduate programs have required our attention. Consequently, efforts to diversify each applicant pool have slowed. In terms of transfer admissions, the university is in the early stages of discussions with Alamance Community College to identify opportunities for a closer relationship that could yield opportunities for Alamance County's increasingly diverse population.

8. Conduct summits on enhancing the campus experience for underrepresented groups, such as LGBTQ and Hispanic/Latino alumni and develop alumni networks for these groups.

A sub committee of the Inclusive Community Council (ICC) collaborated with others on campus to create action plans for supporting the Black/African-American/African, LGBTQIA, and Hispanic/Latin@ communities. The President assembled two task forces in fall 2013 to address Black/African American/African and LGBTQIA communities. Those task forces are expected to share reports with the President in 2014 and each of those groups used their respective plan as the start to their work. The LGBTQIA Alumni Network and Employee Resource Group were both formed.

A group of key stakeholders from admissions, alumni, student life and academics is meeting during the 2013-2014 academic year to address needs in Hispanic/Latin@ communities at Elon. This group determined that interest from Hispanic/Latin@ alumni is increasing, but that we are not yet ready for an alumni group. We are instead discussing ways to host alumni gatherings in Latin America and also connect alumni with current students.

*Randy Williams, our new Dean for Multicultural Affairs, will work on plans for emerging racial and ethnic populations on campus. The MCC created a new student life fellow in the MCC to focus on Hispanic/Latin@ students. The Provost Inclusive Community Team also worked to create a clear designation of the offices and functions working on diversity on campus and offices of support for specific groups:
<http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/what-we-mean-by-diversity.xhtml>*

9. Develop and execute a plan to expand the membership of volunteer boards and councils by recruiting persons from historically under-represented groups to serve.

*University Advancement has held the following priority during the last two fiscal years:
"Because we are a university that values diversity and difference, we plan to recruit volunteers from diverse backgrounds to serve on all boards and councils managed by University Advancement (Board of Visitors, Parents Council, Elon Alumni Board and Young Alumni Council) so that the composition of these volunteer groups closely mirrors that of our constituencies." In essence, we continue to try to reach alumni, parents and friends who represent voices of difference be so by age, race, gender, ethnicity, sexual orientation, background, academic pursuits, vocation or geographic locations.*

We are steadily increasing the diversity of all board across many forms of diversity and will continue to focus on this priority.

10. Create and assess the outcomes of inclusive orientation programs for students, faculty and staff and work to ensure our community attends.

We invested in the Anti-Defamation League's Campus of Difference Program as one of the ways to demonstrate our commitment to an open and accepting environment for learning, working and living. More than 600 colleagues have participated in the program, which is now part of the new faculty orientation and Joining Elon programs. We started training students in the fall and 650 have participated. A working group is planning on the program as part of the first year experience for students as well as new faculty and staff orientations.

11. Design and implement diversity understanding programs across campus specific to each audience.
 - a. Beginning with the most public staff on campus (i.e. admissions, bursar, financial planning, campus safety and police, advancement, alumni relations, university relations) (by spring 2012)
 - b. Program assistants and student life (summer 2012)
 - c. Athletics (summer 2012)

We have partnered with the Campus of Difference Program and have now trained a number of facilitators to deliver the program on campus. We offered the program across

campus and more than 600 colleagues have participated in it. Diversity education leaders have presented on diversity and inclusion to each of the above divisions through divisional meetings and retreats, office meetings and one on one conversations.

12. Create, refine and publicize bias, discrimination and harassment policies and procedures, including a new bias incident team.

New policies have been created and posted, the Director of Inclusive Community Well-Being position was created and Leigh-Anne Royster was hired to fill that position. Education and process advocate teams have been formed and trained. New student programs and new employee orientation both outline the reporting options.

13. Create a plan for affinity and identity space and staff for diverse ethnic groups on campus.

A full-time staff person, Matthew Antonio Bosch, was hired as the inaugural director of the Gender & LGBTQIA Center, which was established and dedicated this fall in the Moseley Center. Randy Williams joins us in June as the Dean of Multicultural Affairs and Presidential Administrative Fellow. Jamie Butler was hired in fall 2013 in a new position created in the Multicultural Center to serve as the point person for Black/African American students. We have created a new fellow for student life position as a designated point person for Hispanic/Latin@ students in the MCC to continue the work that Angel Garcia began through his collateral position of approximately ten hours per week in the Multicultural Center. Sylvia Munoz also continues to provide leadership and programs such the Hispanic Heritage month events, travel on behalf of admissions this year in Latin America and support for international Hispanic/Latin@ students. In November a Hispanic/Latin@ resource room was opened and dedicated in the Moseley Center. The Latin American Student Organization and SPECTRUM were also awarded student organization spaces in the new student center in Moseley. The Asian/Asian American resource room opens in 2014. We opened the new Sklut Hillel Center with two full time staff members.

14. Examine a broad range of university practices (including student support, campus communications, the Elon Experiences, etc.) and ensure that they are inclusive.

Many units on campus have requested workshops and conversations around creating inclusive events, communications, policies, practices and protocols. This work is ongoing and has resulted in changes all over campus. Two specifics:

Due to generous endowment and institutional commitment to our goal of 100% access to global study, more students from diverse socioeconomic backgrounds will be able to enroll in study abroad or Study U.S.A. courses.

We have incorporated automatic door openers and universal accessible bathrooms in the architectural plans for all new buildings.

15. Systematize the use of assessment data to identify campus diversity issues, review the effectiveness of diversity initiatives and evaluate the Elon experience across

demographic groups and program accordingly.

We have conducted focus groups specific to populations who are not studying abroad to help remove barriers. We have increased Elon experience grants in the Watson/Odyssey Program to ensure access to the Elon experience; Academic Council, along with help from a Teagle grant, created a dashboard of information for academic units to use in their decision-making. This will be a tool in helping to review the effectiveness of diversity initiatives and evaluate the Elon experience across demographic groups and program accordingly. Institutional Research is working in partnership with other units on campus to help create best practices in reporting diversity data.

16. Distribute state of diversity analysis every five years and annually report on diversity statistics and information.

Institutional research, Registrar and Provost offices are working together to disaggregate existing reports. We conducted our first campus climate survey in 2011-2012 and will repeat every five years. We share diversity and inclusion reports annually with alumni organizations, councils and divisions on campus.

17. During annual reviews (such as performance appraisal process for all staff), have all faculty and staff develop personal goals and plans to learn about diversity and inclusion, including possibly attending campus activities and organizations that will provide personal perspectives on diversity.

Staff professional development performance evaluations for supervisors reference diversity and global engagement goals. Faculty members regularly include work toward Theme One in their annual evaluations. Departmental 5-year plans include goals related to diversity and inclusion.

18. Create plans around diversity and global engagement for all divisions of the university and report on these plans in performance evaluations and annual reports.

Every unit has a plan and they are all posted here:

http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversity_plans.xhtml

19. Build Numen Lumen Center, plan for multi-faith academic and student life programming and plan for development of a campus Hillel house.

The Sklut Hillel Center and Numen Lumen Pavilion were both dedicated and are each prolific speaker and program hosts. We hired a part time Muslim chaplain. We created the Center for the Study of Religion, Culture and Society and are in the process of hiring our first director now. We continue to work with the Interfaith Youth Core and are creating a strategic plan for religious life, worldview identities and interfaith engagement at Elon. We are hiring a full time Hillel Director/Associate Chaplain for Jewish Life and an Associate Chaplain for Protestant Life to begin June 2014.

Enhancing Elon's curriculum and academic environment through global engagement

20. Develop a range of immersive domestic diversity programs to augment study abroad and deepen student experience with domestic difference.
 - a. Promote and deepen diversity co-curricular and extra curricular programs and experiences that complement classes.

The diversity winter term theme brought speakers, workshops, lunch and learns and experiential education. We created a new webpage that highlights all the academic and co-curricular diversity understanding programs on campus. The Academic Diversity Fellow launched a database of all courses with diversity content. We developed Study U.S.A winter term courses and are expanding Elon domestic centers to Washington DC and also to spring semesters in LA and NY. Community conversations, deliberative dialogues and intergroup relations dialogues are part of our dialogue based future efforts.

- b. Deepen existing courses/experiences/programs and create new ones that emphasize diversity and difference as key course objectives.

Fifty-nine colleagues from 15 departments across campus have taken part in the Diversity Infusion Project. The project provides grant money for a team of colleagues to identify discipline-appropriate best practices for teaching and learning related to diversity course content and/or as evidence-based inclusive approaches to teaching. Then the teams create and implement a plan to deepen diversity content and/or pedagogy in specific courses during the academic year. Teams pilot and assess their action plans and based on those results plan for modifications or extensions of their work. Recent DIP teams have designed departmental workshops to share new course modules, and others are presenting on student learning as a result of the project at national conferences. Dr. Geoffrey Claussen, Assistant Professor of Religious Studies was named the Lori and Eric Sklut Emerging Scholar in Jewish Studies and is the founding director of Elon's Jewish Studies Program, which launched in Fall 2012. We created a new poverty and social justice studies minor.

- c. Develop winter term theme concept through student and faculty-led leadership

Diversity was our winter term theme in 2013 and 2014 and will be again in 2015. We are using the Global Perspectives Index to assess learning from on campus, Study Abroad and Study U.S.A courses that are part of the theme. Cultural Programs is supporting the many events and programs linked with the winter term.

21. Create prominent CATL website and programming devoted to inclusive pedagogy and diversity content in courses and work to ensure that all faculty enhance their skills in this area.

We hosted a book discussion series on stereotype threat with 120 colleague from across campus. CATL's inclusive classroom website has a wealth of material and CATL also has workshops on inclusive pedagogy each year. <http://www.elon.edu/e-web/academics/teaching/inclusive%20classrooms/default.xhtml>

Several faculty colleagues have elected to attend the Campus of Difference Program and the Inclusive Community Education Team hosts diversity understanding roundtables each semester and "Just in Time" education events specific to campus, national or international events.

22. Incorporate identities formation understanding and intercultural skills in Elon 101 through faculty development of flexible modules suitable for all Elon 101 courses.

A faculty and staff team created modules, learning outcomes and an instructor handbook for inclusion in 20 pilot sections of Elon 101. End of course evaluations as well as discussions with instructors suggest that sections participating showed losses in the areas related to academic advising with no gains in the diversity specific content areas. The most common barriers to success cited by instructors include time constraints (1 credit hour class) and lack of instructor preparation/training. Also the group was concerned that first-semester freshmen may not be developmentally positioned to engage in meaningful learning related to identity/diversity in a first-year, first-semester seminar structured like Elon 101. The group is focusing the course content around Elon's Mission Statement, with emphasis on "respect for human differences" and connections to Elon's honor code.

We are also considering a pilot of summer content for new students that will likely include preparation for life on campus, encountering differences and intellectual engagement in the college classroom. Dialogue programs also provide some of these skills and are being incorporated more fully into campus life.

23. Research and design a sophisticated assessment plan that demonstrates student learning related to diversity and is incorporated into the student learning process.

Several Diversity Infusion Projects have created new content in courses and assessment related to student learning goals. Those projects are listed here:

<http://www.elon.edu/e-web/academics/teaching/diversity.xhtml>

Courses listed by faculty in our searchable diversity course database show a number of courses with diversity content across campus.

<http://www.elon.edu/e-web/administration/president/strategicplan2020/diversity/diversityCD.xhtml>

24. Analyze potential linkages between faculty members in different academic programs, particularly those related to domestic diversity.

This is happening all across campus. Connections happen through the winter term theme, CATL faculty development, Study U.S.A offerings and development of interdisciplinary minors such as Jewish Studies and Poverty and Social Justice Studies. Faculty also connect through the Diversity Infusion Program grants and through Chair and Dean led initiatives.

25. Create a domestic diversity fund to enhance experiential learning, support teacher-scholars who conduct research related to diversity and/or difference and faculty efforts in teaching methods/content, research, or service related to diversity.

Diversity Infusion Program grants have focused on domestic diversity issues. We have created an innovation fund to pilot for next year to achieve the goals of diversity learning focused domestically, internationally and an international and domestic comparative context. The Provost Inclusive Community Team is also working to coordinate diversity learning efforts across intersecting identities and constructs and has created a clearing house website to highlight those offerings.