Council of Graduate Schools New Deans' Institute
Sunday, July 9, 2017
Westin Hotel-Platte River Room
3:15 – 4:45 p.m.

Good afternoon. Thank you for joining us to today to explore "how graduate deans might utilize resources and strategies to not only facilitate meaningful and constructive campus conversations but hopefully inform and help deans promote initiatives that foster more inclusive climate for graduate students and faculty members." And, perhaps more importantly, help us maintain a sense of civility and decorum on our campuses and keep us out of the front page of The Chronicle and other media.

I am **JoAnn Canales**, Graduate Dean at Texas A&M Univ in Corpus Christi and I will be providing a broad institutional context and infrastructure considerations for addressing campus climate. With me today are:

Josephine Nalbantoglu, Dean of Graduate and Postdoctoral Studies at McGill University, who will talk about various strategies on her campus for faculty, administrators, staff members and students aimed at facilitating more awareness about issues surrounding campus climate and

James Wimbush, Vice President for Diversity, Equity and Multicultural Affairs and Dean of the University Graduate School at Indiana University, who will focus his remarks on conducting and using assessment of campus diversity efforts to further the conversation about campus climate.

As instructed for this session, there will be NO powerpoint ☺. There are three components to our time together this afternoon

1. **@ 20 minutes** for a panel presentation in which each of us will speak for about 5-6 minutes.
2. **@ 40 minutes** of round table discussions – we organized the tables so members of similar sized institutions could have meaningful conversations – there are three tables each for:
   ▪ large doctoral universities,

- small to mid-size doctoral universities,
- large master's /regional universities, and
- small to mid-size master's /regional universities and others.

If you are not now at a table that reflects your institutional size, you may want to relocate in order to be with like-colleagues, as we all know institutional resources play a huge role in terms of what is doable.

3. **@ 30 minutes** of sharing the BIG IDEAS/AHAs/insights generated during your discussion. The hope is to compile these for posting on the conference website. To that end, please identify a recorder with legible handwriting, or a laptop or mobile device, and/or reporter in advance of starting your conversations.

At each table, are 4 focus questions for your group conversation. You might want to keep these in mind, as J[3] – JoAnn, Josephine and James— share their remarks:

1. What resonates with your campus?

2. What would it take to mobilize action for climate change on your campus?

3. What are some remaining obstacles/issues resulting from today's conversations?

4. What are other examples of activities, campaigns, resources, etc. that worked well at your campus?

Any questions before we dive into the panel presentations?

Panel Presentation:

As we are well aware, campus unrest is not new to Institutions of Higher Education. What IS new is the social media phenomena that can easily exacerbate and escalate any incident on campus. Institutional leaders are being called on to engage in strategic diversity planning to create campuses that are more equitable and inclusive of an increasingly diverse (in the broadest sense of the term) population.

The secret to a campus climate that not only tolerates diversity but appreciates and embraces it, is its philosophical underpinnings that permeate the entire campus-- hierarchically and laterally -- and is clearly articulated in a comprehensive, campus-wide Diversity Equity Inclusion plan.

That is the focus of my remarks today – how can we think about/frame a diversity/equity plan that engenders an inclusive and inviting campus climate.

There are any number of ways to organize a plan that addresses campus climate, whether it be:

- by **stakeholders** and their role and responsibilities, or
- by **goals** focused on critical components such as learning and working environment, student enrollment, student success, outsourcing/purchasing or
- by **dimensions** such as Recruitment & Retention, Diversity Education, Communication & Marketing, Campus Climate.

At a minimum, the plan should include 5 major components. I will name them and then say a bit about each – **Introduction, Philosophy and Mission, Core Elements, Financing the Plan, and Assessing the Plan.**

1. The first major component is an **Introduction** that spells out the rationale for the plan, provides the historical and geographic context of the institution, at the macro, meso and micro levels, and clearly defines the key terms, for example what is meant by diversity, equity, inclusion, campus climate.

What do I mean by macro, meso, micro?

Macro: big picture demographics, related societal factors (immigration, e.g.), community

Meso (middle): statistics and initiatives at the institutional level

Micro: individual and family characteristics

2. Second, **Philosophy and Mission** – the mantra, if you will, for the institution. A brief, succinct but very explicit and transparent declaration of principles the university will uphold and abide by. It should address the alignment with the strategic plan, education reforms, accreditation, and public messaging.

3. The 3rd component would focus on **14 core elements to be addressed** by all of the stakeholders including: the university's governing body, the administrators, faculty, staff, and students tailored for each unit. Among the core elements are:

1. **Baseline assessment** of knowledge, awareness, intercultural competency, attitudes, standards of all stakeholders. There are several instruments that can be utilized or adapted as appropriate without having to reinvent the wheel. [Diversity/Equity ScoreCard; NERCHE Self-Assessment Rubric]
2. **Clearly delineated policies** that ensure standard operating procedures do not subliminally institutionalize inequalities – e.g., who is rewarded and who is disenfranchised.
3. **Expectations** regarding leadership, involvement and support
4. **Professional development**
5. **Accountability,** e.g., how well are students, faculty, staff, and administrators being integrated into the academic and social fabric of the institution
6. **Hiring practices** focused on attention to Integrity and diversity, e.g., target of opportunity hires
7. **Purchasing and outsourcing practices**,

8. **Curriculum and pedagogy** that has cultural and real-life relevance and focuses on the social dimensions as well as the content and disciplinary aspects of the program,

9. **Co-curricular offerings** that engender the cultural capital needed to navigate systems successfully [internal and external fellowship programs (Ford, Rockefeller, dissertation completion); internships; professional development; career readiness programs]

10. **Sponsored Research** - requiring the Infusion of Diversity, Equity and Inclusion opportunities into grant proposals,

11. **Targeted recruitment and retention** of a diverse population of students, faculty, staff, and administrators that also focuses on successful completion for students and successful trajectory of faculty and staff. [Note re: recruitment – there may be overreliance on score and name-brand institution pedigree].

12. **Service Activities** – e.g., commitments to working with underrepresented minority populations in the community

13. **Collaborative community partnerships** that extend beyond the typical donor and social event relationships

14. **Incentives** – how are the stakeholders acknowledged, recognized, and rewarded for their *sustained* contributions and commitment.

4. **Financing the Plan –** How will the recommendations/initiatives be financed.

5. **Assessing the Plan -** Continuous assessment of programming and progress that is a substantial and carefully targeted investment – what is working, under what circumstances, and for which populations. [Ex: of touch points students have with administrators, faculty & staff – formal and informal – and use as a basis for intervention and support].

In conclusion:

Effective Stewardship of Place – creating and sustaining an inclusive and inviting campus climate – takes work, intentionality, and overt initiatives.

"Any diversity planning and implementation effort will be successful only if it focuses on building capacity; cultivating vision and buy-in; establishing accountability processes; and providing an adequate level of financial, human, and technical resources by senior leadership to lead change over time – or diversity plans will fail." (Guy, Reiff, and Oliver 1998; Williams, Berger, and McClendon 2005; Williams and Clowney 2007).

Recognizing that not all of us are on campuses with leadership predisposed to such a holistic approach let alone undertaking something of this magnitude at an institutional level, to what extent is any of it possible at your **unit** level?

With that, I will end here, and turn it over to my colleagues to share some specific examples of strategies on their respective campuses.

Resources:

Bensimon, E. M. (2004) The Diversity Scorecard: A Learning Approach to Institutional Change.
https://cue.usc.edu/files/2016/01/Bensimon_The-Diversity-Scorecard.pdf

Bensimon, E. M. The Equity Scorecard: An Institutional Strategy to Achieve Equity and Excellence.
https://www.wisconsin.edu/news/download/news_documents/2005/june_2005/View-the-Equity-Scorecard-presentation.pdf

Espinosa, L.L., Gaertner, M.N. & Orfield, G. Race, Class, & College Access: Achieving Diversity in a Shifting Legal Landscape. American Council on Education (2015) http://www.acenet.edu/news-room/Documents/Race-Class-and-College-Access-Achieving-Diversity-in-a-Shifting-Legal-Landscape.pdf

Griffith, R.L., Wolfeld, L., Armon, B. K., Rios, J., & Liu, O.L. Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions. (June 2016) Research report ETS RR-16-25.
http://www.ets.org/research/policy_research_reports/publications/report/2016/jwkg

Hispanic Student Success in State Colleges and Universities: Creating Supportive Spaces on our Campuses. A report of the Hispanic Student Success Study by the American Association of State Colleges and Universities.   http://aascu.org/workarea/DownloadAsset.aspx?id=4772

Hoxby, C.M. & Avery, C. "The Missing "One-Offs": The Hidden Supply of High-Achieving, Low Income Students". Presented at the Brookings Panel on Economic Activity March 21-22,2013.
https://www.brookings.edu/bpea-articles/the-missing-one-offs-the-hidden-supply-of-high-achieving-low-income-students/

New England Resource Center for Higher Education (NERCHE) Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education. http://www.nerche.org

New Leadership Academy, University of Michigan, Ann Arbor. http://thenationalforum.org/new-leadership-academy/

What we Know about Latina/o Student Access and Success in Postsecondary Education: A Report to the Lumina Foundation. https://www.luminafoundation.org/files/publications/The_Road_To_College_for_Latinos.pdf

Williams, D. A. Beyond the Diversity Crisis Model: Decentralized Diversity Planning and Implementation https://pdfs.semanticscholar.org/96ec/f55cfb8714da4b641661298e016480f8204d.pdf

Williams, D.A., Berger, J.B., McClendon, S.A. toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Publication of the Association of American Colleges and Universities. https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf