

**Embracing Inclusive Excellence:
A Five-Year Plan for Strengthening Campus Diversity**



Elizabethtown College

**Diversity Task Force
Elizabethtown College
2009**

Mahua Bhattacharya
Vivian Bergel
Marianne Calenda
Diane Elliott
Nancy Florey
Rachel Hadrick
DeLana Honaker
John Kokolus
Michael Long
John Rohrkemper
Tara Smith
Kristin Snell
David Stewart
Juan Toro
Susan Traverso
Kevin Yu

A RENEWED COMMITMENT TO DIVERSITY

In November 2007, President Long asked Provost Traverso to organize a Diversity Task Force which was composed of faculty, professional staff and students. The President charged the group with evaluating the campus climate, investigating best practices including initiatives of aspirant institutions, and drafting a comprehensive plan for institutional diversity. He asked the Task Force to reconsider the “moral and ethical” imperative of diversity, the value of diverse perspectives to the delivery of a quality education, and the importance of diversity to the College’s ability to “attract the best faculty and staff and to recruit from the growing pool of students from diverse backgrounds who are seeking access to higher education.” Moreover, President Long’s charge to the Task Force emphasized the importance of lifting up our mission values of “human dignity and social justice” as we developed this plan for the advancement of institutional diversity (Long, 2007).

History of Diversity Planning on Campus

This document represents the College’s third effort in ten years to articulate and adopt a comprehensive plan for institutional diversity. In 1999, the Middles States Visiting Team asserted that “while we found universal stated expressions of commitment to increasing diversity at Elizabethtown, we remain concerned that you might not yet have brought sufficient creativity and urgency to the matter of diversity to make a real, lasting difference on your campus” (Team Report, 1999). This observation prompted the formation of a five-member ad-hoc Diversity Committee charged by President Long to “develop a plan that would address in a comprehensive way the needs and interests of the institution with respect to diversity” (2001 Elizabethtown College Diversity Plan, p. 6).

In May 2001, the Diversity Committee submitted the *Elizabethtown College Diversity Plan: Promoting Peace, Human Dignity and Social Justice*. The Plan set forth numerous recommendations to enhance the recruitment and retention of a diverse student body and workforce, called for the establishment of a standing 13-member Diversity Committee that would assess annual progress toward stated goals, and requested financial resources be allocated to support the new diversity initiatives. It is unclear whether the Plan was endorsed by the campus community or how many of the recommendations were embraced by individual operations. However, the College did make some strides in the enrollment of students of color; from 1999 to 2003, this number grew from just under six percent of total full-time enrollment to seven percent.

A second effort was initiated in 2006 resulting in the *Blueprint for Diversity: A Comprehensive Operational Plan*. *The Blueprint* set forth numerous program objectives including faculty exchanges, an Upward Bound summer program, and new curricular offerings. However, the *Blueprint* failed to gain campus support, having been drafted with limited if any engagement with faculty, program directors, and senior officers. Moreover, as an “operational plan,” it did not draw connections between diversity and student learning.

With knowledge of this institutional history, the current Diversity Task Force has made every effort to engage the full campus community in the process of its work. Over the past year and a half, we have hosted a capacity-building workshop for faculty and staff facilitated by Brian Bridges, Associate Director of the Center for Advancement of Racial and Ethnic Equity at the American Council on Education; completed a quantitative campus climate study; sponsored a series of diversity dialogues with nearly 200 students, faculty, staff, and administrators; shared

early drafts of the plan with campus stakeholder groups, including the Board of Trustees; and organized a campus retreat featuring Alma Clayton-Pederson, Vice President for Education and Institutional Renewal at the Association of American Colleges and Universities. Understanding this engagement as necessary for not only the envisioning of the plan but its successful implementation, the Diversity Task Force has welcomed the involvement of students, faculty, and staff in the planning process.

An even more significant difference between this process and earlier plans, however, has been the Diversity Task Force's effort, guided by President Long's charge, to link diversity and educational excellence. AAC&U calls this linkage "making excellence inclusive." Inclusive excellence means not only ensuring an educational setting with larger numbers of people from diverse backgrounds but also establishing expectations for all students to learn much more about people different from themselves. By setting high expectations for student engagement with diversity, the college will be advancing its core values of social justice, human dignity, and peace as well as better preparing students to thrive in a diverse and interconnected world. Inclusive excellence also means a dual commitment to rigorous educational standards *and* the advancement of effective pedagogies and implementation of institutional policies and practices that promote access and success for all students (Clayton-Pederson, 2009). Moreover, inclusive excellence can only be achieved by creating an inviting community where all members are valued and diverse contributions to the learning enterprise are recognized (Williams, Berger & McClendon, 2005).

By embracing inclusive excellence, the College is continuing its efforts to join a larger national movement to replace definitions of institutional excellence based on inputs (level of selectivity, academic profile of incoming students) with standards of excellence based on student learning outcomes driven by high expectations and clarity of mission.

Early in the planning process, the Diversity Task Force recognized the need for a formal statement on diversity to guide its work and the subsequent successful implementation of the plan. The three guiding principles outlined on the following page serve as the framework for this mission-driven diversity plan to make excellence inclusive.

ELIZABETHTOWN COLLEGE

A Commitment to Diversity

Elizabethtown College is committed to valuing and fostering the diversity reflected in our life together and in the world beyond our campus. We strive to ensure that the members of the community—students, faculty, staff, and administrators—are diverse in race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age and national origin. We also seek to provide our community members, especially our students, with educational opportunities, programs, and services that are multicultural in content and expressive of a diverse life of experiences and worldviews that underrepresented groups bring to the learning environment.

The College's commitment to maintaining and growing a diverse community of education is an integral part of principled efforts to achieve academic excellence and to educate our students for service to humanity and the world. Guided by this commitment, this Diversity Plan affirms the following three principles:

- **Diversity in our educational life promotes learning and academic excellence.** One of the most significant practices required for achieving academic excellence is direct engagement with multiple sources of knowledge, worldviews, experiences, and skills. A truly liberal—and excellent—education is neither parochial in content nor singular in perspective but comprehensive in its attention to the rich facts, insights, and attributes of our diverse social world.
- **Diversity in our social life prepares us to participate in a global community.** Familiarity with the diverse identities, beliefs, and practices found in our global community provides a strong foundation for undertaking effective and constructive work in the world beyond our campus. We serve our community members well not by creating a campus marked by uniformity and unanimity but by offering them the social diversity that is characteristic of our increasingly interdependent world.
- **Diversity in our campus life models our institutional commitment to social justice, human dignity, and peace.** By becoming a diverse community, we provide access and equal opportunities for individuals and communities who have long been excluded from mainstream society. And this allows us to create the understanding of difference that is required for building a just and peaceful world.

While the Diversity Task Force believes that having a principled commitment to diversity will benefit the entire College community, especially encouraging are external reports that suggest such a commitment will be beneficial to our students. According to a recent report by the National Leadership Council for Liberal Education (LEAP), “intercultural knowledge and competence anchored through involvement with diverse communities and real-world challenges” is an *essential* student-learning outcome for the twenty-first century (Association of American Colleges & Universities, 2007). Without such knowledge and competence, students will find it difficult to navigate a pluralistic world beyond campus.

Patricia Gurin (1999), an expert on the effects of diversity on student learning and development, analyzed multi-year data from 200 colleges and universities to determine the short- and long-term effects of diversity on student learning and civic behavior. The report found that structural diversity alone, “the degree to which students of color are represented in the student body of a college,” increases the chances for students to engage diversity both in and outside the classroom. These engagements were linked with higher levels of cross-racial friendships during college and also “resulted in more diverse friends, neighbors and work associates nine years after college entry.” Perhaps most important for our educational mission, however, was the report’s finding that students who experienced the most diversity in college showed higher gains in deep learning and were more likely to demonstrate civic engagement in college and five years beyond (Gurin, 1999).

The contribution of a diverse learning environment to students’ learning and growth is documented in the meta-analyses of Pascarella and Terenzini (2005). Significant or deep learning, as opposed to surface learning is characterized by the development and practice of critical thinking skills. It can be advanced when students engage with diversity in the classroom, participate in an orientation program about cultural perspectives, or reside with someone from a different ethnic group. These encounters encourage a more thoughtful and expansive examination of knowledge, help to debunk myths and break through stereotypes while strengthening the students’ capacity for reflective thought. Instituting effective pedagogical methods grounded in experiential learning theory is essential to this process. Helping students connect their classroom learning with global, national and community issues provides an opportunity for more meaningful learning to occur (Anderson, 2008).

The research on the benefits of diversity demonstrates that as compositional diversity on campus increases, it is more likely that engagement between students who are different will increase, whereas the likelihood of this cross-cultural engagement is lower at colleges that are more homogeneous. Racially and ethnically diverse colleges are more likely to promote varied educational experiences which can improve and augment student learning. Further, research indicates that compositional diversity leads to expanding intellectual diversity. Through these encounters students are exposed to a broader range of ideas and perspectives that can create an intellectual environment in which creativity, critical thinking, and analysis can be enhanced. These skills are central to inclusive excellence in higher education (Milem, Chang, & Antonio, 2005).

Our own governing bodies have already recognized the important effects of diversity on student learning. In April 2008, when the Elizabethtown College Faculty Assembly and the Board of Trustees adopted the “Educational Philosophy Statement,” our governing community affirmed its commitment to a type of learning that encourages students “to develop and

challenge their own values, while seeking to understand and appreciate alternative perspectives.”

An important goal of the College’s teaching philosophy is to challenge students to “navigate diverse cultural worldviews and perspectives, with the realization that differing frames of reference influence analysis, communication, and behavior” (Educational Philosophy Statement, 2008). Clearly, then, the College recognizes what broader studies indicate—that diversity and inclusion matter for educational purposes and that student experiences are significantly enhanced by diversity. It does matter that the faculty and classrooms are diverse, that students engage diversity in their everyday living environments, and that institutional practices enact and encourage cross-cultural dialogue.

National Context

Across the country, colleges and universities are educating more diverse student groups than at any other time in history. Due to an increasingly diverse student body, most institutions will be transformed by these numbers. It is projected that African American, Latino, Asian and Native American (ALANA) students will represent the largest pool of new college student applicants in the near future. From 1976 to 2004, ALANA student enrollment nearly doubled across the United States, and ALANA student participation is expected to increase to nearly 40 percent of total student enrollment within the next six years. Some factors related to the shift in demographics include immigration and low growth rates among the majority population (KewalRamani, Gilbertson, Fox & Provasnik, 2007; Turner, 2002). As Elizabethtown College expands its admissions’ markets and seeks to be recognized at a national level, the impact of these demographic trends cannot be minimized.

Although there has been continuous growth in the ALANA student population in higher education, a similar trend has not occurred in the diversification of faculty. Only 17 percent of the total faculty working in our nation’s colleges and universities are African American, Latino, Asian or Native American (US Department of Education, National Center for Educational Statistics, 2009). ALANA colleagues face challenges in higher education that include a shortage of mentors, difficulty in the promotion and tenure process, and emphasis on scholarship as opposed to teaching, advising, service, and valuing ethnic and cultural scholarship (Turner, 2002).

If our pursuit of academic excellence is not inclusive we will miss the opportunity to serve an emerging group of new students. Are we prepared to recruit them and help them achieve their goals, to engage all students in important investigations of diversity, and to foster a welcoming and affirming campus environment? An exploration of the findings of the 2008 Campus Diversity Survey illuminates the urgent need to advance institutional priorities for making excellence inclusive.

Campus-Wide Research and Findings

Our principled commitment to diversity is driven not only by our concern for deep student learning but also by our understanding of the ways that members of our community have experienced diversity on campus. To that end, the Task Force, distributed the *Campus Diversity Survey* in 2008 to all students, faculty, staff and administrators (n=2350) to obtain baseline data about issues of diversity and lived experiences. The *Campus Diversity Survey*

was developed by the Association of Independent Colleges & Universities of Pennsylvania (AICUP) and had been used by other regional colleges to assess campus climate. An electronic version of the survey was devised by HigherEdResearch.com, and the data was formatted by Wilkes University, the AICUP partner responsible for collecting and analyzing all data. A total of 758 participants completed the survey representing a 32% response rate.

In addition to the quantitative study, the Diversity Task Force conducted focus group meetings with nearly 200 campus community members in the fall/winter of 2008-09. In the following section of this document a brief description of the survey and focus group findings will be discussed. Additional survey data and detailed notes from the focus groups can be found in the network folder: T:\Faculty & Staff Alphabetical\E\Elliottd\Public

Campus community satisfaction with diversity. According to the survey findings, students, faculty, staff, and administrators on average report being “satisfied” with the Office of Diversity, campus programming to increase awareness and respect for diversity, and opportunities to interact with diverse persons on campus. This moderate level of satisfaction is relatively consistent when students and employees were asked about specific services provided to various populations and issues relevant to diversity. However, scores were slightly lower when considering whether the College adequately addressed social issues relevant to diversity.

Focus group findings suggest community dissatisfaction with perceived limited opportunities to interact with diverse persons and advocated for new programs, policies and practices to foster greater engagement with diversity. In particular, international students challenged current limitations for cross-cultural living experiences and domestic minority students questioned the lack of cross-cultural options offered through social programming on campus.

Experiences of students and employees of color. In 2008 ALANA students represented 7.7% of the total full-time enrollment (1895) at Elizabethtown College. At the same time, 12% of the full-time faculty and only 3% of the full and part-time staff were from underrepresented groups, including internationals. When these numbers are disaggregated the percentages are much smaller based on group identity. This context is important to a full understanding of the April 2008 research findings about the experiences of students and employees of color.

According to the survey, 72% of white students “agreed” or “strongly agreed” that the College environment encouraged students to appreciate diversity; however, a majority of ALANA students—that is, African, Latino, Asian, and Native American students—“disagreed” or “strongly disagreed” with the statement. But, when asked about their satisfaction with their “campus experience/environment regarding diversity,” both white students and students of color were less positive. A majority of white students (55%) and two-thirds of students of color (67%) reported being “dissatisfied” or “very dissatisfied” with their campus experiences regarding diversity.

Focus group findings parallel survey results. Students reported perceiving awkwardness when engaging with diversity-related issues. White students discussed feeling ill-prepared for conversations about race and ethnicity, and students of color reported discomfort when interacting with peers who they felt had a superficial or stereotypical understanding of diversity issues. Minority and majority students expressed dissatisfaction with the perceived gap between the expected level of campus diversity and the actual experience as a student on this

campus. These qualitative data are further supported by the 2007 Beginning College Survey of Student Engagement. Of those survey respondents ($n=457$), 261 first-year students (57%) expected to have “serious conversations with students of a different race or ethnicity” often or very often in their first year of college; however, only 37% reported that this first-year expectation was met.

Seventy-six percent of students of color responding to the 2008 campus climate survey reported experiencing some type of discrimination or harassment on campus due to their race or ethnicity. These experiences generally took the form of verbal comments, being ignored, or glances; however, three students reported threats of violence. While instances of discrimination or harassment by administration, faculty, staff, and campus police were all reported, students of color identified fellow students as the most significant source of discrimination and harassment. These negative experiences took place most frequently in campus housing, although students of color also reported experiencing discrimination or harassment in the classroom, at their college jobs, and through social networking sites.

Students of color shared their experiences of discrimination in the campus focus groups. They noted that being singled out by faculty to represent their group created discomfort and limited their ability to feel like a “regular” class member. Similar concerns were also raised by international students who reported they are often called upon in class to represent their culture or interpret political issues of a particular region of the world. Students also noted feeling that Resident Assistants (student employees) had sometimes minimized their concerns. They perceived this neglect to be a result of discomfort with or a lack of understanding about diversity-related issues.

While all students of color shared that they experienced a sense of acceptance and belonging at Elizabethtown College, students of color reported much less of that sense than did white students. Students of color also felt that the classroom climate was less accepting than did white students.

Frequency of on campus experience with discrimination was strongly negatively related to ALANA students’ sense of a classroom climate of acceptance ($r(24) = -.70, p < .01$) as well as to their belief that the campus environment encouraged students to develop an appreciation for diversity ($r(26) = -.79, p < .01$). Faculty and staff of color shared similar concerns. This group reported experiencing bigotry in the form of racist jokes being directed at them. They reported a sense of emotional and physical isolation and even feelings of alienation.

Experiences of religious minority students. In the survey, the majority of students identified their religion as Roman Catholic or “Other Christian” (74%), and 16% of students indicated that they did not have a religious faith. Very few students identified their religion as Jewish ($N = 4$), Muslim ($N = 3$), or Hindu ($N = 1$); therefore, these groups could not be examined separately. While members of these groups are likely to have very different experiences, seventy-one percent of the Jewish, Muslim, and Hindu students responding to this survey reported negative experiences on campus. Overall, religious minorities were more likely than Christian students to report experiencing discrimination or harassment due to their religion.

Parallel to the experiences of the students of color, religious minority students felt that the classroom climate was less accepting than did Christian students ($t(301)=3.36, p<.01$). Religious minority students were also less likely than Christian students to believe that the campus environment encouraged students to develop an appreciation for diversity ($r(297) = 2.54, p < .05$).

Experiences of sexual minority students. In the survey, five percent of students identified themselves as gay, lesbian, bisexual, or “other.” Two-thirds of these students reported experiencing harassment or discrimination due to their sexual orientation. Of the sexual minority students, 76% reported they had experienced negative verbal comments, 64% reported being ignored, and 56% reported glances. These instances of harassment or discrimination took place in the classroom (28%), in campus housing (44%), at a college job (24%), and in other campus locations (36%). Other students (88%) were typically identified as perpetrators for these acts, although faculty (16%) were also identified as responsible for harassment and discrimination.

Lesbian, gay or bisexual (LGB) students indicated they had concealed their sexual orientation for various reasons while at Elizabethtown College. These reasons included “to try to fit in,” “to avoid intimidation,” and “due to a fear of discrimination.” Some of these students (14%) reported fearing for their physical safety and being the victim of a hate crime. LGB students did not significantly differ from heterosexual students in their perception of the classroom climate as accepting or in their belief that the campus environment encouraged students to develop an appreciation for diversity.

In summary, these data indicate that the campus climate does not appear to be welcoming and inviting for all students and employees, especially those who are diverse and underrepresented. Expectations for greater diversity are not being met; interactions between students, faculty and staff from different backgrounds are strained; and discriminatory and harassing behaviors are reported. The College is challenged to advance its values of human dignity and social justice by creating an inclusive learning environment where all members of the campus community can thrive, feel welcomed and develop cultural competencies to meet the demands of a diverse society.

Diversity Plan Goals and Description

The above data suggest that the College has pressing reasons for taking immediate steps to create an environment in which diversity is valued and inclusive excellence is embraced. During focus group meetings with campus members, several themes emerged: 1) the College should make a commitment to diversity; 2) the campus climate needs to become more welcoming; 3) compositional diversity is important; and, 4) the entire educational experience needs to be more diverse. Strong support was expressed for the adoption and implementation of a plan to increase and support diversity at Elizabethtown College.

The experience of even one student feeling harassed or threatened because of his or her personal attributes is reason enough for the College to renew its dedication to creating a just, welcoming, and diverse environment in which deep learning can flourish. To capture the ideas and sentiments of the campus community and advance programs that embrace inclusive excellence, the Diversity Task Force recommends the following five goals:

- Affirm a commitment to diversity and inclusive excellence and allocate the appropriate resources necessary for implementing the institutional diversity plan.

- Create a safe and welcoming campus climate that promotes and respects the human dignity of all regardless of race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age and national origin.
- Develop intentional efforts and opportunities that facilitate interaction among diverse groups on campus.
- Build a more diverse and welcoming campus.
- Establish a diverse learning environment that advances the College's commitment to inclusive excellence.

In developing the Diversity Plan, the Task Force deliberately adopted a planning process that would engage many members of the campus community. Adhering to the College's philosophy of shared governance, input was solicited from numerous stakeholders. The Task Force recognizes that for the diversity plan to become fully realized it must be advanced by all members within the context of each department/division of the College. Campus-wide endorsement is needed to develop a shared vision for the plan and to ensure accountability. Change must occur at all levels within a strategic framework while concurrently allowing for freedom and creativity in the planning and implementation process (Williams, 2008).

It will be important to determine if the existing structure of the Office of Diversity is sufficient to manage a strategic institutional plan that encompasses all areas and functions of the institution. There are many aspects of the plan that will require coordination and support of key decision makers to sustain or redirect initiatives. Assessment of goals and objectives will be critical and should be formally integrated within the Institutional Assessment Plan. Departments and units will need to develop the capacity to implement the plan, and ongoing faculty and staff development will be required. To facilitate this process, the Diversity Task Force recommends establishing a standing Diversity Committee that reports to the Provost to ensure full implementation of the plan. The Diversity Committee should be composed of faculty, staff, administrators, students and alumni of the College.

Goals and Objectives 2009-2014

	Implementation Strategies	Person(s) Offices Responsible	Time Frame
Goal 1:	Affirm a commitment to diversity and inclusive excellence and allocate the appropriate resources necessary for implementing the institutional diversity plan.		
	<i>Commitment and Resource Development</i>		
Objective:	1.1. Engage leadership in active promotion of campus diversity.		
1.1.1	Make diversity an institutional priority.	Board of Trustees	2009-Ongoing
1.1.2	Report annually and publically on progress toward diversity goals.	President Provost	Annually
Objective:	1.2. Identify and secure financial resources and support for campus diversity initiatives.		
1.2.1	Set annual goals for resource allocation for diversity initiatives.	Board of Trustees President Sr. Staff	2009 – 2014
1.2.2	Establish fundraising strategies to increase scholarships for underrepresented groups.	VP for Institutional Advancement	2009-Ongoing
1.2.3	Secure new grants and gifts for scholarships.	VP for Institutional Advancement	2009-Ongoing
Objective:	1.3 Increase the visibility of diversity efforts on campus through all marketing materials and websites.		
1.3.1	Review all marketing materials, including website, to reflect the diversity on campus.	Office of Marketing and Communication	2009 - Ongoing
1.3.2	Produce a calendar of events of diverse cross-cultural programs and religious and cultural holidays that is linked to the College website.	Office of Marketing and Communication	2009 - Ongoing
Objective:	1.4 Assess progress toward diversity plan goals.		
1.4.1	Conduct formative and summative assessments of diversity plan objectives.	Office of Research and Planning Office of Diversity	Annually
1.4.2	Institutionalize the use of a diversity campus climate survey and other appropriate means of monitoring the campus climate every three years.	Office of Research and Planning Office of Diversity	2012
1.4.3	Develop dashboard indicators for data related to diversity.	Office of Research and Planning Office of Diversity	2010

Goal 2: Create and sustain a safe and welcoming campus climate that promotes and respects the human dignity of all regardless of race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age and national origin.

Affirming and Welcoming Environment

Objective: 2.1 Institute policies and processes to ensure an environment of respect, equity and fairness.

2.1.1	Clarify and communicate all applicable diversity policies to the College community.	Senior Staff	2009-2014
2.1.2	Extend benefits to same sex domestic partners.	Board of Trustees	2010
2.1.3	Update Affirmative Action Policy and Non-discrimination Policy to include sexual orientation, gender identity and expression.	Associate VP for Human Resources Provost	2009
2.1.4	Review all faculty, staff and student handbooks to ensure fairness and equity in policies.	Senior Staff	Annually

Objective: 2.2 Build capacity among students, faculty and staff to ensure a safe and welcoming campus climate.

2.2.1	Provide training for campus supervisors on non-discrimination/harassment policies.	Associate VP for Human Resources	2010
2.2.2	Support Campus Diversity Advocates Program.	Senior Staff	2009 - Ongoing
2.2.3	Institute staff and faculty development programs on diversity.	Associate VP for Human Resources Professional Development Committee	2009 - Ongoing

Goal 3: Develop intentional efforts and opportunities that facilitate interaction among diverse groups on campus.

International Diversity and Cross-Cultural Interactions

Objective: 3.1. Provide opportunities for students to discover common goals and productively explore differences.

3.1.1	Host biennial campus wide cross-cultural engagement opportunities and programs on campus (e.g., diversity conferences, large scale events, symposia and workshops).	Office of Diversity International Programs	2011-2014
3.1.2	Incorporate perspectives on diversity that reflect the College's mission of human dignity and social justice into orientation for new students.	Orientation Committee	Fall 2010
3.1.3	Strengthen educational significance of MLK Day as a platform for social justice and action.	Provost Office of Diversity	2010 – Ongoing
3.1.4	Organize collaborative diversity and cross-cultural dialogues on a regular basis.	Office of Diversity International Programs Academic Departments Program Directors	2010 - Ongoing
3.1.5	Increase opportunities for cross-cultural and diverse living-learning experiences.	Residence Life International Programs Office of Diversity	2009-2014

Goal 4: Build a more diverse and welcoming campus.

Recruitment and Retention

Objective: 4.1 Increase the recruitment of historically underrepresented students.

4.1.1	Set specific goals for the recruitment and retention of ALANA and international students.	Enrollment Committee	2010 - Ongoing
4.1.2	Develop a summer bridge program for enrolling students.	Enrollment Committee	2012
4.1.3	Establish scholarships for underrepresented students and others who can significantly contribute a diverse cultural perspective.	President Provost VP for Institutional Advancement	2012
4.1.4	Enlarge bi-lingual resources and recruitment support.	Office of Admissions	2010 – Ongoing
4.1.5	Investigate community partnerships and participation in consortiums to increase student diversity.	Office of Admissions Office of Diversity	2010 - Ongoing

Objective: 4.2 Increase support systems that aid in retaining students from underrepresented groups.

4.2.1	Disaggregate enrollment data and set specific goals for retaining underrepresented students.	Enrollment Committee	2009 - Ongoing
4.2.2	Regularly solicit feedback from underrepresented students about their experience on campus.	Dean of Students	2010 - Ongoing
4.2.3	Collect, report, and use data to understand and improve student retention.	Ctr. for Student Success Office of Diversity Enrollment Committee Office of Research and Planning	2009 - 2014

Objective: 4.3 Increase recruitment of underrepresented faculty, staff and administrators.

4.3.1	Set specific goals for the recruitment of underrepresented faculty, staff and administrators.	Senior Staff	2010 – Ongoing
4.3.2	Support strategic hires of faculty, staff, and administrators to increase diversity on campus.	Provost Hiring Review Committee	2010 – Ongoing
4.3.3	Conduct a review/revision of standard language used in position announcements to signal commitment to diversity and affirmative action.	Associate VP for Human Resources Dean of Faculty Dean of Students	2009 – Ongoing

4.3.4	Require all chairs of faculty and staff searches to undergo Affirmative Action training before executing a search.	Associate VP for Human Resources Dean of Faculty Provost	2010 – Ongoing
4.3.5	Review and revise search procedures to ensure more robust and diverse candidate pools.	Provost Associate VP for Human Resources Dean of Faculty	2010 – Ongoing

Objective: 4.4 Increase support systems that aid in retaining faculty, staff and administrators from underrepresented groups.

4.4.1	Regularly solicit feedback from underrepresented faculty, staff and administrators about their experience on campus.	Provost Associate VP for Human Resources Office of Diversity	2010 – Ongoing
4.4.2	Collect, report, and use data to understand faculty/staff/administrator departure.	Provost Associate VP for Human Resources	2010 – Ongoing
4.4.3	Establish mentoring programs for diverse faculty, staff, and administrators.	Dean of Faculty Dean of Students Associate VP for Human Resources	2010 - Ongoing

Goal 5:

Foster a diverse learning environment that advances the College's commitment to inclusive excellence.

Academic Curriculum and Co-curricular Programs

Objective: 5.1. Develop an educational program that challenges students to navigate diverse cultural worldviews and perspectives.

5.1.1	Inventory current academic programs and courses to determine level and range of opportunities for students to consider and interact with diverse cultural worldviews and perspectives.	Dean of Faculty Academic Council	2010-2011
5.1.2	Inventory current co-curricular programs to determine the level and range of opportunities for students to consider and interact with diverse cultural worldviews and perspectives.	Dean of Students	2010-2011
5.1.3	Identify connections between programmatic student learning outcomes and the College's broad learning goal that challenges students to navigate diverse cultural worldviews and perspectives.	Academic Departments Program Directors	2010-2011
5.1.4	Facilitate the development of new courses and co-curricular programs that relate to human and social diversity.	Department Chairs Program Directors	2009-2014
5.1.5	Increase opportunities for students to engage in more diverse settings, including urban experiences, domestic exchange and study abroad programs.	Provost Department Chairs Program Directors	2009-2014
5.1.6	Increase collaborative efforts between curricular and co-curricular programs that emphasize human and social diversity.	Dean of Faculty Dean of Students	2009-2014

Objective: 5.2. Recognize scholarship, teaching, and service that address human and social diversity, and provide resources to support these efforts.

5.2.1	Establish a "Making Excellence Inclusive" teaching fund that will disburse mini-grants to faculty to assist in the development of courses that challenge students to consider and interact with diverse cultural worldviews and perspectives.	Dean of Faculty Professional Development Committee	2010-2011
5.2.2	Establish a "Making Excellence Inclusive" research fund that will disburse mini-grants to faculty to fund research that relates to human and social diversity.	Dean of Faculty Professional Development Committee	2011-2012

5.2.3	Establish an annual award to recognize the outstanding contributions of faculty and staff advancing diversity.	Provost	2010
5.2.4	Initiate a Visiting Scholars Program to attract faculty from underrepresented groups and individuals whose teaching & scholarship advance diverse cultural worldviews and perspectives.	Provost	2009

Objective: 5.3. Provide faculty and staff development on human and social diversity.

5.3.1	Ascertain faculty and professional staff development needs to advance an inclusive learning environment and support a more diverse student body.	Dean of Faculty Dean of Students Associate VP/Human Resources Professional Development Committee	2009-2010
5.3.2	Establish a biennial faculty/staff workshop to advance an inclusive educational program.	Dean of Faculty Dean of Students Professional Development Committee Center for Excellence in Teaching and Learning	2010
5.3.3	Establish professional development programs on mentoring and advising underrepresented students, faculty and staff.	Academic Advising Center for Excellence in Teaching and Learning Professional Development Committee Associate VP/Human Resources	2010-2011

REFERENCES

- Anderson, J. A. (2008). *Driving change through diversity and globalization*. Sterling, VA: Stylus.
- Association of American Colleges and Universities. 2007. *College learning for the new global century (a report from the National Leadership Council for Liberal Education & America's Promise)*. Washington, DC.
- Clayton-Pederson, A., (2009). *Rethinking Educational Practices to Make Excellence Inclusive*. Diversity Digest 12 (3)
Available at: @<http://www.diversityweb.org/DiversityDemocracy/vol12no2/vol12no2.pdf>.
- Elizabethtown College. (1999). *Middle States Accrediting Team Report*.
- Elizabethtown College. (2001). *Elizabethtown College diversity plan: Promoting peace, human dignity and social justice*.
- Elizabethtown College. (2006). *A strategic vision for institutional identity and educational excellence at Elizabethtown college 2006-2010*.
- Elizabethtown College. (2006). *Blueprint for diversity: A comprehensive operational plan 2006-2011*.
- Elizabethtown College. (2007). *Beginning College Survey of Student Engagement*. Office of Institutional Research and Planning.
- Elizabethtown College. (2008). *Educational Philosophy Statement*.
- Elizabethtown College. (2008). [The campus diversity survey]. (A diversity survey conducted by Elizabethtown College unpublished raw data developed by the Association of Independent Colleges and Universities of Pennsylvania in Harrisburg, PA).
- Gurin, P. 1999. *New research on the benefits of diversity in college and beyond: An empirical analysis*. Diversity Digest, 3(3):(Available at: www.diversityweb.org/Digest/Sp99/benefits.html)
- KewalRamani, A., Gilbertson, L., Fox, M., & Provasnik, S., (2007). *Status and trends in the education of racial and ethnic minorities (NCES 2007-039)*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Long, T. E. (2007). *Campus Announcement regarding Diversity Task Force*.
- Milem, J. F., Chang, M. J. & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. In a series of three papers commissioned as part of the Making Excellence Inclusive Initiative. *Making Excellence Inclusive*. Association of American Colleges and Universities: Washington, DC.

- Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- Williams, D. (2008). Beyond the diversity crisis model: Developing a decentralized diversity planning and implementation process. *Planning in Higher Education*, 36, pp. 27-36. Ann Arbor, MI: Society of College and University Planning.
- Williams, D., Berger, J. B., & McClendon, S. A., (2005). Toward a model of inclusive excellence and change in postsecondary institutions. One in a series of three papers commissioned as part of the *Making Excellence Inclusive Initiative*. Association of American Colleges and Universities: Washington, DC.
- Smith, D. G., Reframing Diversity as an Institutional Capacity. *Diversity Digest* 12, (2). Available at: <http://www.diversityweb.org/DiversityDemocracy/vol12no2/vol12no2.pdf>
- Turner, C. S. V. (2002). *Diversifying the faculty: A guidebook for search committees*. Washington, DC: Association of American Colleges and Universities.
- U.S. Department of Education, National Center for Education Statistics. (2009). *Digest of Education Statistics, 2008 (NCES 2009-020)*, Chapter 3.