Notes from Data to Action workshop on "Diversity and Inclusion: The Drake Experience"

February 26, 2018

<u>Notes from the Large Group Discussion</u>

- How can we make the data from this presentation and other studies accessible? If this is a University priority, how do we think about/shape the way we deliver information.
- What do we know about the participation in high-impact practices for different student populations? For example, what do we know about participation in internship and practicum experiences (review of information available via PCDS, NSSE breakdown)?
- Investigate what Drake currently doing for diversity and inclusion. There is agreement across all identity groups that we need to keep going with this work. Take a look at the trajectory for new students. Currently, Erin and Tony lead small sessions about diversity and inclusion from a high-level, at Welcome Weekend - students engage with diversity speakers and work across difference, and, in the new non-FYS first-year course Bulldog Foundations has a significant emphasis (3 out of 10 modules) on awareness & skill building for diversity & inclusion. What are we doing to stay focused on current efforts and initiatives? How can we highlight what we are doing now (e.g., diversity and inclusion statement, Bulldog Foundations). It would be helpful to provide awareness around these efforts and build strategies that connect to these existing efforts. How can we responsibly grow existing successful efforts (Crew Scholars, Flight, Politics D.C., Engaged Citizen) to create a diverse and inclusive campus community? How do we let these successes shape the groundwork for other areas where diversity and inclusion may have room to grow?
- Drake should try and combine one-off student programming around diversity & inclusion into a larger strategy.
- Investigate the staff and faculty hiring process. How do we develop inclusive hiring practices? How do we make sure that when we have a pool of candidates, we make sure it's diverse. How do we slow down hiring practices to ensure that they are inclusive? Are there ways to create affinity groups and mentoring opportunities for faculty and staff of color?
- What are ways to pay attention to communication? For example, do faculty have resources that assist them in responding to issues in the classroom (how to reacted on current efforts and initiatives? How can we highlight what we are doing now (e.g., diversity and inclusion statement, Bulldog Foundations). It would be helpful to provide awareness around these efforts and build strategies that connect to these existing efforts.
- Could we have mentoring programs or social groups for faculty/staff of color? Encourage the creation of places where faculty/staff of color could connect. Students have groups where they can create bonds, but what about faculty/staff?
- Investigate VanWyke's politics J-term and how they create connections across difference. Create faculty development about difference and give faculty tools.
- Identify events and contexts in which we do this work successfully?

- As we think about current strengths and successful efforts, we need to be sensitive to the needs of individuals. How do we not exhaust Crew Scholars? How do we build collaborative relationships that are mutually affirming?
- What attracted students of color to Drake? What changes? What did you think Drake would offer you that it's not? What about Drake and Des Moines brought you here? We should find out what attracts students of color to Drake and where there is a disconnect between what they expected and their experiences. Find out where there are gaps. Did you visit? What programs/clubs/majors were interesting? What did you want from your Drake experience?
- It is unclear from the data if the goal is to address retention, sense of belonging, or experiences of prejudice. What's driving the conversation? Is it possible to know when we will have met our goal?Are we talking about climate, solidarity, prejudice, bias, retention, graduation rate? The presented data touches on different facets, and it would be useful to have clarity around the shared goals. It would be useful to clarify what is our shared institutional goal.
- There is a challenge with diversity on campus due to low numbers. However, can we look at successful efforts like Crew Scholars? What is the cost/benefit of these programs? What would be the impact of growing these efforts?
- How do we work on bridging difference? There's a lot of good people, maybe they just don't know how to bridge difference. Noted the need to share good practice across community. Are there opportunities to share best practices for interpersonal/pedagogical interactions with members of the Drake community that would foster D&I?
  - Random number generator to avoid cold call
  - Preferred form of Identity
  - Syllabus review of Institutional commitment to D&I
  - Addressing students after incidences of hate on campus
  - Available resources on campus
- Where are we successful at collaborating across difference? For example, how do we create conversations across difference (e.g., politics, Engaged Citizen). How can we coach students on how to talk across difference? How do we provide professional development to give the campus community the skills to facilitate these conversations?
- Could we form a "Compact for Excellence" that would be an opportunity for all to grow in their awareness and actions?
- To what degree does the conversation of D&I need to be elevated to members of the Drake Community that are not students (Fac/Staff)?
  - How do we frame this, what are the opportunities from it and where is it introduced?
  - Noted that Climate Survey indicated that both faculty and staff were in favor of additional development opportunities.
- The institution had a great opportunity at the White Privilege Conference. In some ways, the opportunity was missed (noting low attendance of faculty and staff). There may have been a reaction to the title. How do we match the expressed interest of professional development (Climate Survey) with the existing opportunities? How do we make the issue less personal and provide space for the needed conversations? What are ways to help encourage people to be vulnerable and share experiences?

- How do we expand the conversation beyond the typical participants?
- How do we encourage students to take steps in developing their skills? How do we push students? What ways are we intentional in this development?

<u>Strategies Identified in Small Group Discussion</u>

- Personal
  - Invite qualified speakers of color to your classes and programs.
  - Talk to students about student and faculty expectations and needs in the classroom environment as it concerns diversity, equity and inclusion.
  - Engage students in your classes or programs in conversations about diversity, equity, and inclusion (especially after incidents of hate) and mostly listen to what they have to say. Provide a forum or an opportunity to speak if they need it, and if not, then continue with your class. If faculty are uncomfortable with this, they might begin their class by briefly mentioning national or Drake events and let students know of available resources so that students don't feel as if faculty do not care.

- Institutional
  - Create a resource for faculty and staff about how to work across difference, how to engage students in the difficult questions, etc. This could be modeled after the Student Affairs-Campus Safety collaboration, "Responding to Students of Concern." Providing faculty and staff with a pithy guide could help break down faculty and staff uncomfortableness with confronting these issues.
  - Create a repository of qualified speakers to lessen the burden on local speakers who are asked too often and to increase access for faculty and staff who may be unaware.
  - Require a Diversity & Inclusion statement on the syllabi that directs students to resources.
  - Provide access to the data to allow individual units to determine actions and responses
  - Determine strategies to help make the student population more diverse and how to accurately represent the institution to students of color during the recruitment process.
  - Engage student government in increasing communication about what students need and expect from faculty in the classroom environment as it concerns diversity, equity, and inclusion.
  - Consider requiring departments and programs to connect with diverse speakers and community partners.
  - We need to think about how diverse pools need to be when we hire.
  - We need to explore retention of faculty and staff of color.
  - We need to start an African American or Fac/Staff of Color affinity group that is sustainable. We have had short-lived groups like this in the past, but they have not lasted.
  - We need to use more guest speakers of color to help alleviate students feeling like they have to explain things from their ethnic perspective.