

# Community and Belonging

## The Three-Year Strategic Implementation Plan 2018-2021



## The Goal

To prepare all of our students and ourselves for meaningful lives in a diverse and global society



# How Do We Get There?

## Building a Community of Belonging

“We are engaged in a continual process of education, critical self-reflection and dialogue regarding privilege, power, and marginalization, promoting greater access and inclusion through systemic and structural change, and ensuring that all students, faculty, and staff reach their fullest potential individually and collectively.”

(Nazareth College Strategic Plan for Diversity and Inclusion, 2016)



# The Journey

Phase I - Listen (Spring 2018)

Phase II - Learn, Lead, & Engage (Fall 2018-Spring 2019)

Phase III - Systematize, Measure, & Assess (Fall 2019-Spring 2020)

Phase IV - Systematize, Measure, & Assess (Fall 2020-Spring 2021)



# Diversity & Inclusion Advisory Council Working Groups



# First Year 2018-2019 Campus Climate

<b><u>Strategic Goal:</u> Create and sustain an Inclusive Environment for Undergraduate and Graduate Students, Faculty and Staff</b>	
<b>Strategies/Tactics</b>	<b>Timeframe</b>
1) Develop Diversity Scorecard to assess diversity and inclusion initiatives over time	<ul style="list-style-type: none"> <li>❖ Dec 2018: Draft to senior leadership, D&amp;I Advisory Council, and BT Committee</li> <li>❖ Dec 2018: Disseminate Final Document to Nazareth Community</li> </ul>
2) Enhance Anti-Bias Policy and Protocol & create educational component	<ul style="list-style-type: none"> <li>❖ Spring 2019: Draft Document to senior leadership, D&amp;I Council, and BT Committee</li> <li>❖ Spring 20 19: Disseminate to Nazareth College Community</li> </ul>
3) Create first campus climate study with all faculty and staff to gauge diversity and inclusion. Report to community.	<ul style="list-style-type: none"> <li>❖ Jan 2018: Survey tool completed</li> <li>❖ Feb 2019: Disseminate to community</li> <li>❖ March 2019: Data collected and analyzed</li> <li>❖ April 2019: (1) Summary report to senior leadership and D&amp;I Committee, followed by (2) report to the community</li> </ul>
4) Identify best practices and establish Nazareth strategy for students living in the residences to feel included, engaged, and a sense of belonging	<p>On-going 2018-2019</p> <ul style="list-style-type: none"> <li>❖ May 2019: Assess academic year outcomes</li> <li>❖ May-June 2019: Plan for 2019-2020</li> </ul>
5) Create a new brand for the division for diversity and inclusion where everyone feels included and respected	<ul style="list-style-type: none"> <li>❖ Sept-Dec, 2018: Conversations/Research with Division for Diversity and Inclusion, Senior Leadership, Marketing and Communications, D&amp;I Advisory Council</li> <li>❖ Jan 2019: Unveil to community at Assembly Day</li> </ul>



# Education and Professional Development

<u>Strategic Goal:</u> Educate Undergraduate and Graduate Students, Faculty and Staff about Diversity and Inclusion	
Strategies/Tactics	Timeframe
1) Provide education to all search committees for faculty, administrator, and staff hires	<ul style="list-style-type: none"> <li>❖ Fall 2018: Document developed and completed, <i>D&amp;I Handbook of Best Practices for Faculty Search Committees</i></li> <li>❖ Fall 2018: Revised Full Time Faculty Search Guidelines to include mandatory training/education for all search committee members</li> <li>❖ Jan 2019: Develop unconscious bias training for staff searches</li> </ul>
2) Create baseline/audit current practices for education around diversity and inclusion at Nazareth	<ul style="list-style-type: none"> <li>❖ Fall 2018: Designed and disseminated survey to units across campus to determine the types and frequency of existing professional development activities</li> <li>❖ Fall 2018 -Spring 2019: Survey units across campus to determine gaps and needs in professional development pertaining to diversity and inclusion</li> </ul>
3) Identify and provide educational programs (topics: critical conversations, contemplative practices, & unconscious bias training)	<ul style="list-style-type: none"> <li>❖ Jan 2019: Assembly Day</li> <li>❖ Spring 2019: Scheduled workshops/training</li> </ul>



# Recruitment and Retention

<b>Strategic Goal: Recruit and Retain Diverse Students, Faculty, and Staff</b>	
<b>Strategies/Tactics</b>	<b>Timeframe</b>
1) Identify best practices for recruiting visible and invisible (e.g. LGBTQ, Religious Groups, First Generation, Veterans) underrepresented students	<ul style="list-style-type: none"> <li>❖ Jan 2019: Identify 3 - 5 higher education institutions that are exemplary for recruiting and retaining visible and invisible underrepresented students</li> <li>❖ May 2019: (1) Identify 1 - 2 practices to incorporate for recruitment; (2) Identify 1 - 2 practices to incorporate for retention; (3) Identify resources/changes/partnerships needed to successfully implement practices in Year 2</li> </ul>
2) Continue to develop, nurture, and designate resources for partnerships with urban schools, international high schools, colleges, and universities as community-based organizations that serve populations of academically achieving, diverse students who are potential undergraduate and graduate recruits for Nazareth College	<ul style="list-style-type: none"> <li>❖ Jan 2019: (1) Identify 2 - 3 actions Nazareth College does well with developing, nurturing, and designating resources for each of our partnerships - specifically addressing how we serve populations of academically achieving, diverse students who are potential undergraduate recruits; (2) Identify 2 - 3 areas of opportunity for each of the partnerships to better serve populations of academically achieving, diverse students who are potential undergraduate recruits</li> <li>❖ May 2019: (1) Research and identify best practices of 2 - 3 higher education institutions that may help with our areas of opportunity listed; (2) Identify resources/changes/partnerships needed to successfully implement practices in Year 2</li> </ul>
3) Identify informal mentoring opportunities in order to establish formal mentoring programs to foster and strengthen campus connections and learning opportunities	<ul style="list-style-type: none"> <li>❖ March 2019: (1) Pilot both faculty and staff mentoring program; (2) Meet to discuss what works and what needs to be changed; (3) Identify how to track and measure success of mentoring program</li> <li>❖ May 2019: (1) Implement necessary changes; (2) Track and collect data</li> </ul>



# Curriculum/Co-Curriculum

**Strategic Goal:** To create an inclusive learning environment throughout the curriculum and co-curriculum, and in all fields.

Strategies/Tactics	Timeframe
1) Survey faculty for diversity and inclusion in courses and overall learning environment	<ul style="list-style-type: none"> <li>❖ Dec 2018: Survey tool draft completed</li> <li>❖ Jan-Feb 2019: Draft to Deans, VPAA, Faculty Senate</li> <li>❖ March 2019: Disseminate to faculty</li> <li>❖ April 2019: Data Collected and analyzed</li> <li>❖ Early May 2019: Disseminate final document to community</li> </ul>
2) Survey campus to understand educational programs and initiatives (curricular and co-curricular) that engage students, faculty and staff across and within difference	<ul style="list-style-type: none"> <li>❖ Feb 2019: Complete inventory of current educational programs and initiatives and examine what is missing</li> <li>❖ Spring 2019: Begin to evaluate/assess how to best to align programs with curriculum</li> <li>❖ April 2019: Report to the community</li> </ul>
3) Create a cadre of faculty scholars that bring faculty from difference academic disciplines and professional schools to critically understand and develop pedagogical practices and a curriculum/co-curriculum that advances diversity and inclusion.	<ul style="list-style-type: none"> <li>❖ Summer-Fall 2018: Research best models</li> <li>❖ Fall 2018: Develop and finalize proposal</li> <li>❖ Jan 2019: Identify best places to seek funding (e.g., Mellon Foundation)</li> </ul>
4) Develop thematic and inclusive cultural programming including heritage months (e.g., Black History, Latinx, LGBTQ+, Asian, Native American) that have not been recognized at Nazareth	<ul style="list-style-type: none"> <li>❖ Fall 2018- Spring 2019: Create new cultural heritage months that have not been recognized and celebrated on campus</li> <li>❖ Create cultural events committee represented by faculty, staff and students</li> </ul>
5) Interweave current interfaith programs with diversity and inclusion initiatives	<ul style="list-style-type: none"> <li>❖ Spring 2019: Kick-off event</li> </ul>



# What has the Division been up to lately?

## “Leading”

- The Division has a *new* team and space located in Smyth 185
- New divisional web page: [naz.edu/diversity](http://naz.edu/diversity)
- Creating a new brand for the division where everyone at NAZ feels included and respected.
- *Student Access and Achievement Programs* has higher retention rates than overall student population. (In the last five years, 89% SAAP students vs. 83% overall student population).
- The *First Generation Student Program* was launched. 11.4% of undergraduate students are 1st generation.
- In the last five years, the *Center for Spirituality* has tripled the number of annual *Solidarity and Social Justice* trips offered, increasing student participation from 25 to 100. In 2017 CFS opened the *Sulam Center*, a prayer space shared by Hillel and the Muslim Student Association that provides for joint programming.



### Continued...

- *First kick-off* of Latinx Heritage Month with record high participation
- Developed *Inclusive and Intercultural Programming Committee* to streamline D&I related campus programs
- Expanded cultural heritage and affinity programming by including intersectionality of identities (e.g., Native American & Indigenous Heritage Month)
- Provided training workshops to campus offices and search committees re: inclusive recruitment strategies and unconscious/implicit bias for all search committees
- Audited gender neutral bathrooms to create accessible directory



## Second Year -2019-2020

### “Systematize, Measure, and Assess”

Based on data collected in the first year, the Division for D&I **implements structures** and **systems** informed by best practices nationally and internationally that **advance** a community of belonging within each division/department. List of a few initiatives/priorities:

- Institutionalize faculty and staff mentorship program
- Provide deliberate training and professional development for faculty, staff and students
- Create intentional & collaborative cultural programming
- Thread D&I throughout curriculum with alignment of co-curricular
- Identify role of Affinity Group(s)
- Increase UR alumni support
- Advance recruitment of diverse faculty and staff
- Benchmark and Measure



# Third Year (2020-2021)

## “Systematize, Measure, Assess”

- Continue to systematize, measure and assess

