

Creating an Inclusive Campus: Case Reports

November 7, 2022



**2022 Institute for Chief Academic Officers
with Chief Financial and Chief Enrollment Officers**



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TENACIOUS. CONFIDENT. FORWARD-LOOKING.



The Council of
Independent Colleges

guidebook



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2022 Institute for
Chief Academic
Officers with
Chief Financial and
Chief Enrollment
Officers



Presenters

Ann M. Vendrely, Vice President for
Academic Affairs, Goshen College

Heather Moore Roberson, Director of Faculty
Diversity and Inclusion, Allegheny College

Lisa Perfetti, Provost, The College of Wooster

Becoming a Hispanic Serving Institution

Goshen College
Indiana

Goshen College

Mission: Goshen College transforms local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love of God and neighbor.

Location: Goshen, Indiana (pop. 32,000)

Motto: Culture for Service

Core Values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, global citizenship



Focus on our Local Community

Transformational grant from the Lilly Foundation, AY 2006-14 to focus on improving intercultural opportunities:

- Created focused outreach to the growing Latino community in Goshen
- Conducted intercultural training for faculty and students
- Developed new academic programs and support services

Institutionalized many of those innovations to support ongoing development and support for Latino/a students, AY 2014-22, such as:

- Bilingual admissions and financial aid staff
- Expanded Academic Success Center with bilingual counselors
- Ongoing faculty development
- Curricular design

Faculty Development

Increased cultural awareness—now Inclusive Excellence:

- Presentations by Teaching for Learning Center
- Topic included in Dean's workshop each fall
- Curricular updates—include different voices in course materials

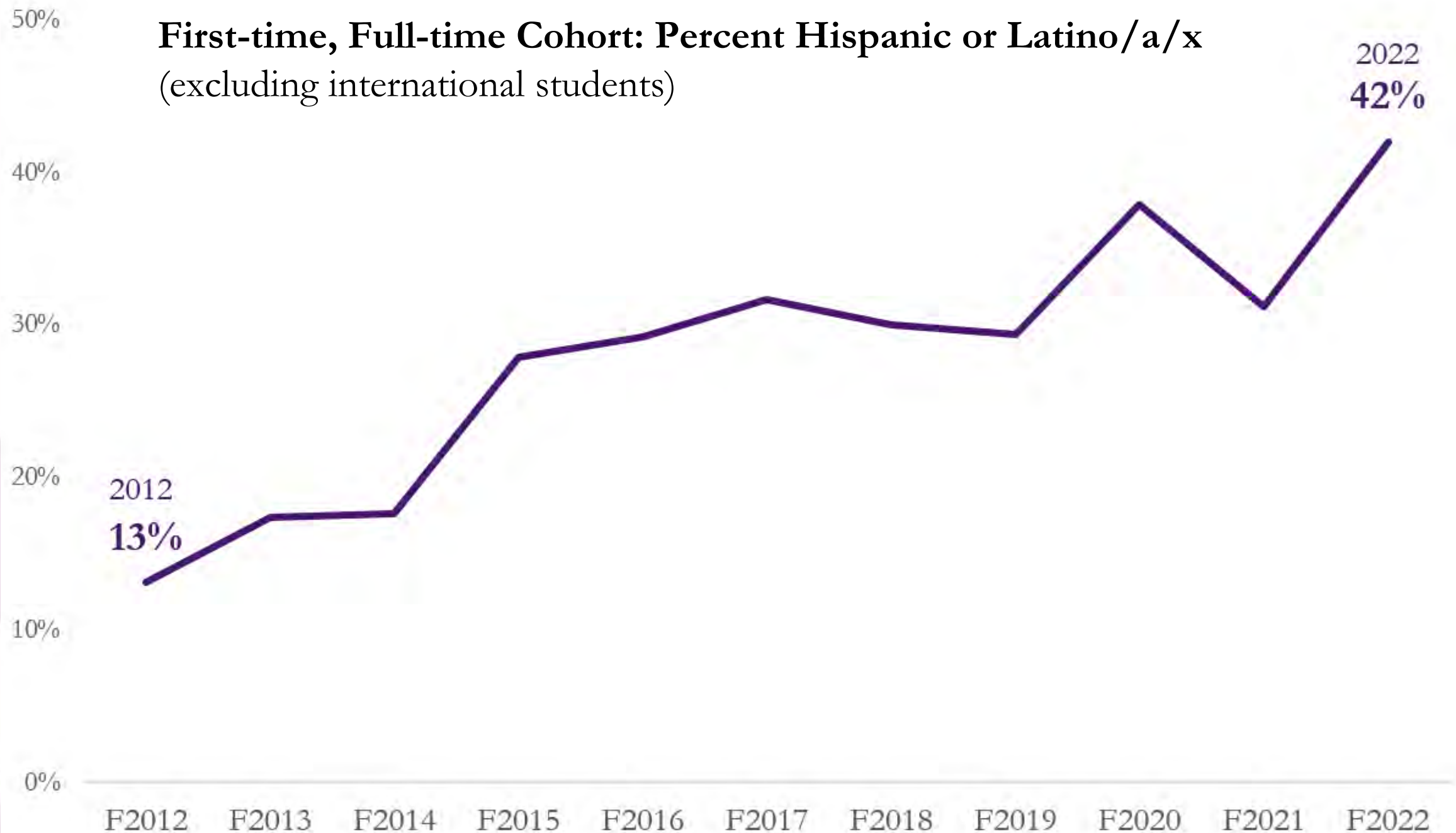
Pedagogy

- Active Learning techniques
- Classroom Discussion
- Multiple Assessments
- Get to know students individually

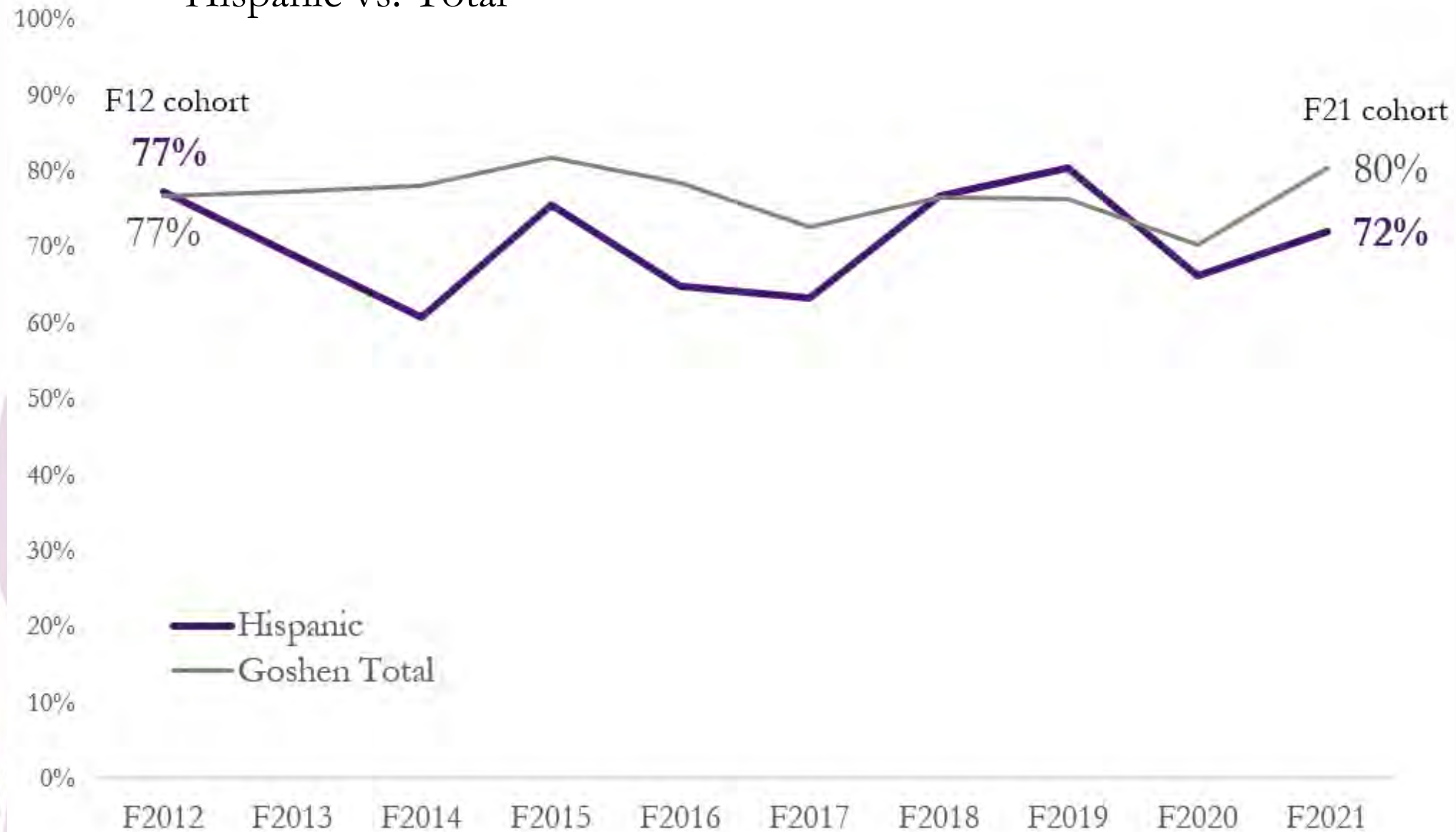
Accountability

- Annual departmental reports
- Disaggregated institutional data

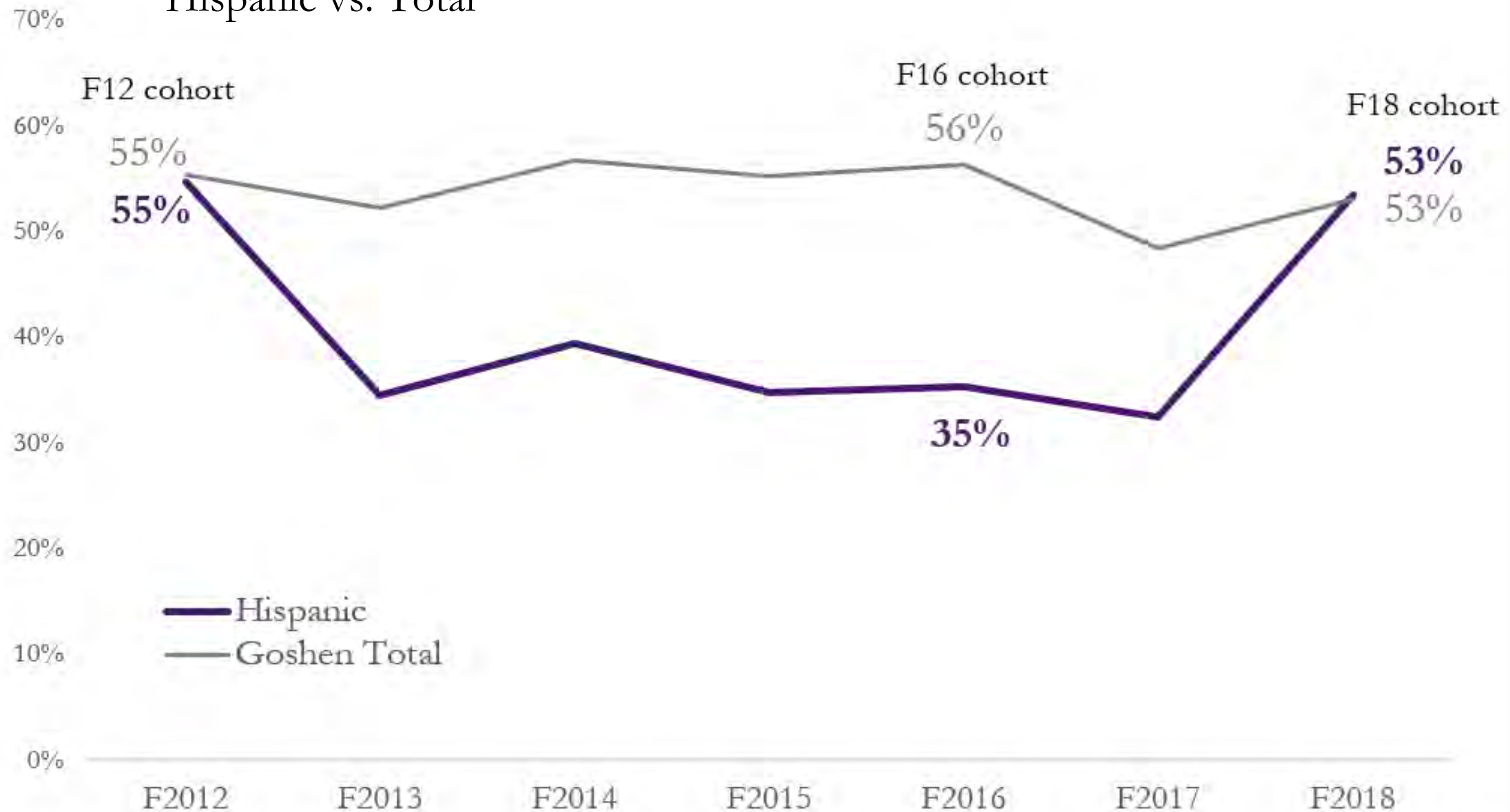
First-time, Full-time Cohort: Percent Hispanic or Latino/a/x (excluding international students)



First-time, Full-time Cohort: Fall-to-fall Retention Rate Hispanic vs. Total



First-time, Full-time Cohort: 4-Year Graduation Rate Hispanic vs. Total



Next Steps

Students:

- Continued outreach to the community and families
- Provide support (in and out of the classroom)
- Enhance leadership programs

Faculty:

- Continued faculty development
- Attract and retain more diverse faculty

Accountability:

- Improve departmental performance
- Improve student retention and graduation rates

References

- Case, K.F. (2013). Teaching strengths, attitudes, and behaviors of professors that contribute to the learning of African-American and Latino/a college students. *Journal on Excellence in College Teaching*, 24 (2), 129–154.
- Case, K.F. & Hernandez, R. (2013). “But Still, I’m Latino and Proud”: Ethnic identity exploration in the context of a collegiate cohort program. *Christian Higher Education*, 12 (1–2), 74–92.

A Focus on Equity: Challenges, Living Pillars, and Recruitment/Retention of Faculty of Color

Heather Moore Roberson, Ph.D.
Dean of Diversity, Equity, and Inclusion



ALLEGHENY
COLLEGE

Allegheny College: Facts and Figures



- 1,400 undergraduate students
- Location: Meadville, PA
(Population: 13,000)
- Distinctive Major/Minor Requirement
- Statement of Community
- 21% domestic students of color;
17% faculty of color

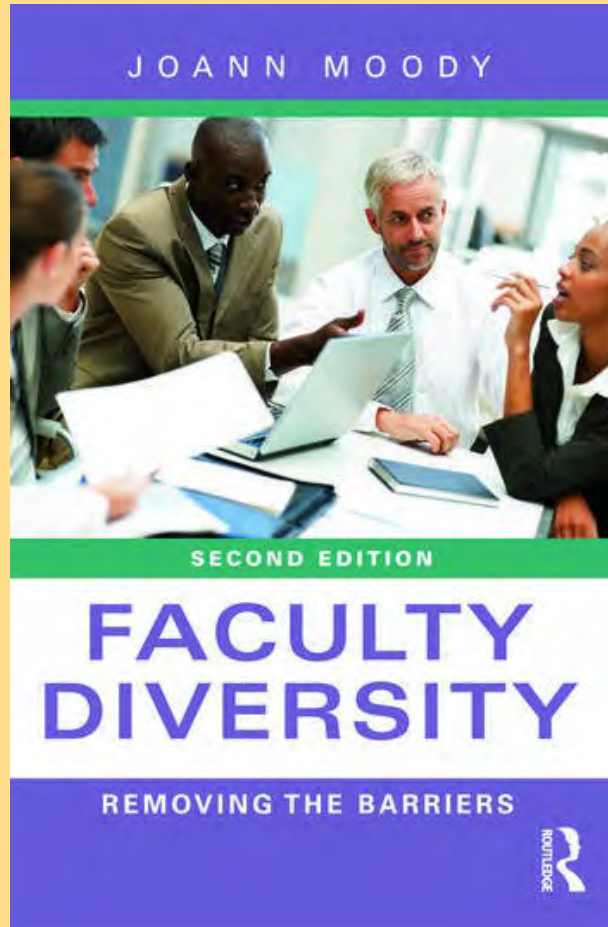
Primary Challenges

- Infusing DEI throughout the entire campus (and surrounding community)
- Recruiting and Retaining Historically Underrepresented Faculty
 - *URW* (Underrepresented Women)
 - *NI* (Native & Indigenous)

Office of Diversity, Equity, and Inclusion

- *Why place an emphasis on equity?*
- Plans and Projects
 - Construction of Living Pillars
 - Faculty Recruitment
 - Faculty Retention

Resource



JoAnn Moody, *Faculty Diversity:
Removing the Barriers*
(Routledge, 2011)

Equity-Minded Work for Faculty Thriving: Thinking Structurally

Lisa Perfetti
Provost, The College of Wooster
November 2022

Two Colleges

- Whitman College: c. 1500 students; Walla Walla, Washington
- The College of Wooster: c. 1950 students; Wooster, Ohio



Shared characteristics:

- PWI in rural location
- Small liberal arts colleges
- Common for faculty to be “onlys” in their department

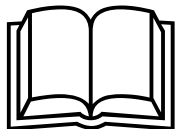


Does this sound familiar?

- Faculty from minoritized groups express burnout from mentoring students seeking them out because of (perceived) shared identities.
- Associate Professors feel an increased weight of service.
- Most mentoring programs on campus are designed to help junior faculty.
- No one is quite sure how to capture the reasons for faculty leaving or why faculty stay.
- It is difficult to address the question of “Is it worse here than elsewhere?”
- Faculty leaders and administrators are rarely working together in targeted ways to address the above.

Faculty of Color Network for the NW5C

- Five colleges in the Pacific Northwest: Lewis and Clark College, Reed College, Whitman College, The University of Puget Sound, Willamette University
- Concept: Go beyond helping individual faculty “navigate” the culture of the institution: put faculty and administrators together in partnership to think structurally about the conditions needed for faculty thriving
- 2012-present; yearly workshop put together by faculty development administrators on topics around recruitment and retention of faculty of color
- Sessions facilitated by previous faculty participants: “by faculty for faculty,” with administrative support



Benitez, et al., “‘Someone Who Looks Like Me’: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color,” *Liberal Education*, 2017

GLCA BIPOC Faculty Leadership Network

- 13 colleges in the Greater Lakes Colleges Association (GLCA)
- Started in 2021
- Each campus sends 2–3 representatives, ideally at the Associate level
- Faculty choose one theme per semester or year
- Approximately 3 virtual meetings per semester facilitated by GLCA staff
- Retreat in May to provide networking/mutual support and shared learning

Outcomes and Challenges

- Report on *Invisible Labor* shared across colleges with administrators, tenure committees and other groups
- Friendships fostered across the institution
- Relatively large consortium with distance between some campuses
- How to know what's working: data collection
- Administrative turnover: provosts, deans, presidents
- Faculty leadership is key in addressing that challenge!

- ✓ How often do administrators talk to faculty leaders about climate on campus?
- ✓ What structures already exist?
- ✓ What barriers could be overcome?
- ✓ How would seeking a nearby partnership help decrease isolation and increase “can do” mentality?

Questions for your campus



QUESTIONS?

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