

**Muhlenberg College
Five-Year Diversity Strategic Plan
Midpoint Update, July 15, 2017**

The Diversity Strategic Planning Committee (DSPC) identified six over-arching goals for the College's new diversity plan. Five of these were identified by the Committee members during their work together, and a sixth was added in response to suggestions from the community. Initiatives supporting these goals were also suggested by community members as well as members of the Committee. The Committee worked with relevant faculty, staff, and students to determine the one-time start-up costs of initiatives, and ongoing costs.

It is important to remember that the initiatives funded or otherwise included in this plan do not represent the universe of diversity initiatives and efforts at Muhlenberg, but new, incremental initiatives that will supplement existing efforts and resources.

Many of these initiatives support multiple goals. These interconnections will be indicated in the summary of goals and initiatives below.

Goal 1: Cultivate a campus community that is supportive of inclusion, justice and social equality

1.1 Institute on-line diversity training for all College employees.

2015: Four online diversity training modules were reviewed. The College contracted with Workplace Answers/Campus Answers for online diversity training.

2017: Beginning in January 2016, the College implemented online diversity training using Workplace Answers/Campus Answers; this training continues to be required for new employees with refresher courses for continuing employees.

1.2 Install gender-neutral bathroom signage and develop a reference map of GNB locations on campus.

2015: Representatives from Plant Operations and Residence Life met with two students who served on the DSPC, the Director of Disability Services, and the Director of Counseling to discuss appropriate signage. Gender Neutral Bathroom signs have been installed in 17 locations on campus.

2017: The Office of Communications has updated the Campus Map in print and online to include the locations of all Gender Neutral Bathrooms:
<http://muhlenberg.edu/media/contentassets/pdf/about/PrintCampusMap.pdf>

1.3 Upgrade software and policies to make it easier for transgender students to change their names on IDs and in some College records.

2015: The Registrar investigated allowing students flexibility with the use of a variant

first name. Working with other departments, the Registrar implemented the new option of a "Preferred Name" in our student information system in Fall 2015.

1.4 Communicate gender-neutral housing policies for first-year students more effectively to ensure that all incoming students are aware of their options.

2015: The Office of Residential Services added a link to their website with information about gender neutral housing for upper class students, first year students, and transfer students. The Office of Residential Services worked with the Office of Information Technology to make changes to the first-year student online preference form. It now includes information about gender neutral housing, how to contact the LGBT coordinator, and how to request special needs housing.

2017: Residential Life continues to publicize Muhlenberg's policies widely and to work individually with students in need of specific housing assignments. In planning for upcoming renovations to housing facilities, Residential Life has committed to prioritize the creation of more gender inclusive housing options.

1.5 Include in every employee (faculty and staff) job description the expectation that employees will actively foster inclusion, justice, and social equity in their work; include assessment of personal efforts in these areas in annual performance appraisals.

2015: Language has been added to all job descriptions noting that all employees are expected to support Muhlenberg's commitment to function as a diverse, caring, inclusive community. Manager and Staff Associate annual performance reviews address personal efforts in this regard.

2017: In addition to Managers and Staff Associates, this issue is now also addressed in the annual performance appraisals of Service personnel. Associate Dean for Diversity Initiatives James Peck met with representatives of the Faculty Personnel and Policies Committee to discuss incorporating this element into Faculty annual reviews. FPPC discussions about this are ongoing.

Goal 2: Actively recruit and retain a student body with increasing numbers of students from historically underrepresented and marginalized groups

2.1 Create the position of Assistant Director of Multicultural Life to support expanded programmatic initiatives related to diversity and multicultural life. (Also supports Goals 1 and 6)

2015: Following a national search, Mark Smiley was hired as the new Assistant Director for Multicultural Life.

2017: Mark Smiley continues to serve meritoriously as Assistant Director for Multicultural Life. He has initiated and oversees numerous successful programs, including: the Doing Groundwork program, which trains student facilitators to provide

peer-to-peer cultural education; ongoing intercultural competence training with the Office of Advancement, the Health Center, and Counseling Center; supporting Muhlenberg's Greek community through continuous, targeted cross-cultural capacity building for inclusion coordinators.

2.2 Expand the Emerging Leaders Program by adding a second cohort. (Also supports Goal 1)

2015: The Class of 2019 included two cohorts of Emerging Leaders for a total of 31 students. Two faculty members were invited to become FYS instructors, and both cohorts had a dedicated FYS. In addition, 3 staff mentors and 15 student peer mentors were chosen for each cohort.

2017: Robin Riley-Casey and Cynthia Santiago Amaya continue to serve as Co-Directors of the Emerging Leaders program. The Class of 2020 included two cohorts of Emerging Leaders with dedicated FYS instructors, staff mentors, and peer mentors. The Class of 2021 will welcome 30 students in two cohorts, again meeting in two dedicated FYS sections and supported by staff and peer mentors. The program is exploring a summer 2018 academic bootcamp for students interested in pursuing graduate study. The program is also preparing to provide opportunities for students to conduct research with faculty members and share their research during an end of the year symposium.

2.3 Provide a limited number of stipends to support participation in MILA courses and Alternative Break programs by students otherwise unable to participate because of financial constraints. (Also supports Goal 1)

2015: In the Spring of 2015, thirteen students were awarded stipends of either \$1000 or \$1500 to defray the expense of MILA travel courses. These students studied in Bangladesh, Costa Rica, Italy and Greece.

2017: For Spring 2016, 27 students were awarded stipends to defray the expense of MILA travel courses. A total of \$25,600 was awarded to 22 students, who studied in Panama, Senegal, Costa Rica and Ireland. For Spring 2017, \$18265 was awarded to 17 students.

2.4 Expand bilingual resources for the recruitment and support of international students.

2015: Additional budget and staffing support has allowed for more aggressive international recruitment. Fall 2015 international recruitment travel included China, Hong Kong, South Korea, Vietnam and Japan, as well as India. The Class of 2019 included 34 international students—29 from China, and one each from Italy, Japan, Jordan, Rwanda and Vietnam. ESL support has been expanded for international students, and the ad hoc International Student Committee Chaired by Dr. Chris Herrick continues to meet to deal with support issues for these students.

2017: A second international recruiter was added to the admissions staff in 2016. In addition to recruitment travel on the Pacific Rim (China, Vietnam, Korea, Singapore, Malaysia), the Office of Admissions also visited India and the United Kingdom. Muhlenberg received applications from 71 countries, and enrolled an entering cohort of 25 international students.

The College created the position of ESL Coordinator to provide learning support for international students for whom English is a second language. Katie Gerson was hired for this position. In Spring 2017, this position was reformulated. It was found that most of Muhlenberg's International Students did not need help with their language skills, but would benefit from someone to help them with the logistics of moving to Allentown and adjusting to campus life. Thomas Janis has been hired as the Director of International Student Support and will begin in August 2017.

2.5 Provide one-time support for a "Voices Heard" initiative, engaging alumni from historically underrepresented and marginalized groups to define and develop events and programs that support, engage, welcome, and celebrate both students and alumni from these communities who may be feeling disenfranchised and disengaged.

2015: The Office of Alumni Relations along with a working committee comprised of representatives from admissions, communications and public relations, the Multicultural Center, Student Services and the Wescoe School, planned and executed "A Celebration of Diversity: Past, Present and Future" for over 50 alumni and students of color in October 2014. The response to the event was overwhelming positive and there was enthusiasm for continued opportunities to engage this population.

In February 2015, a survey was designed and emailed to all alumni asking them to self-identify their interest in receiving communications, invitations and information on events and programs focused on issues of diversity. To date, the Office has received close to 400 responses, and has followed up via phone with 10 alumni who wanted to share their perspectives in a more extended way.

2017: The Alumni Office continues to partner with other campus offices to plan and host events that address the experiences and perspectives of alumni from underrepresented groups, for example: a networking reception for students and alumni of color in the Multicultural Center that preceded a lecture by Richard Cohen, President of the Southern Poverty Law Center; the 10th Anniversary Gospel Weekend Workshop, produced in partnership with Campus Ministry and the Rejoice! Gospel Choir; a roster of events to bring together LGBTQ students and alumni in tandem with student programming for 2016 Queer Week; a talk-back and reception following the Department of Theatre and Dance production of *Wig Out!*

In December 2015, the Office of Alumni Affairs began working with photographer Marco Calderon and freelance writers Lenora Dannelke and George Wacker on a series of photo portraits and interviews reflecting a person of color and/or LGBTQ perspective from our alumni. So far, ten alumni have participated in this ongoing project; the

growing collection of Voices Heard portraits are currently on display in Seegers 108-110.

Starting in Summer 2016, work began with the Multicultural Center on an alumni newsletter aimed at sharing highlights from the Center over the past year. The Office of Alumni Affairs supported the newsletter's electronic distribution to alumni of color and alumni interested in diversity updates from Muhlenberg.

2.6 Provide one-time support for a partnership between the Wescoe School and the Office of Multicultural Life to create a mentoring program in which Wescoe School students and alumni who are members of traditionally underrepresented groups serve as life and career mentors for day students affiliated with Multicultural Life.

2015: A working group convened with representatives from Alumni Affairs, the Office of Multicultural Life, and the Wescoe School. This group decided to work primarily with the Emerging Leaders program, and met with some of those students to learn what they might find helpful. A plan for a Multicultural Business Etiquette dinner was formulated. The Business Etiquette dinner took place on November 10, 2015. It included a final prep session for invited students, as well as an alumni networking reception. Both Wescoe alumni and traditional day-student alumni were invited to participate, and 19 students and 26 alumni and guests attended.

2017: At the direction of President Williams, this initiative was put on hold while the College established a new, comprehensive approach to mentoring via the Muhlenberg Network. With that platform now in place, the Career Center is renewing its work on this initiative. Using both digital and face-to-face formats, it will work with the Wescoe School and the Office of Multicultural Life to establish connections between students and alumni who are members of traditionally underrepresented groups.

2.7 Develop appropriate assessment protocols in cooperation with the Dean of Institutional Assessment and Academic Planning to assess recruitment, enrollment, and retention patterns.

2015: The Class of 2019 is comprised of 23% ethnic diversity, including 17.5% domestic diversity. We continue to track enrollment and retention patterns, and are in the process of disaggregating the recent HERI Senior Survey results to compare findings by subgroup. As part of the Middle States Self-Study, we conducted a focus group with diverse student representation to evaluate admissions materials.

2017: As part of our comprehensive retention study, we disaggregated withdrawal/leave data and results from the exit surveys to track patterns across race/ethnicity. In addition, we conducted focus groups with students of color to examine factors that affect dissatisfaction with the Muhlenberg experience.

2.8 Continue to pursue and expand partnerships with organizations that can help increase student diversity (e.g. Prep for Prep, TEAK, Schuler Scholars, Princeton PUPP, Philly Futures,

etc.).

2015: This had been happening prior to the Diversity Strategic Plan, and is being expanded and enlarged every year. Recently, we joined the College Greenlight Program which connects us to over 400 community – based organizations across the country. We are working with College Greenlight to develop a “top 40” list of CBO’s to target for on-site recruitment and personalized cultivation. We also continue to work with numerous high schools that are “majority minority” and interested in forging relationships with small liberal arts colleges.

2017: The College continued its relationship with the College Greenlight program, added membership in Say Yes to Education, and continued an aggressive program of hosting campus visits by various community-based organizations that are bringing groups of underrepresented students to campus (Prep for Prep, NJ Seeds, Schuler Scholars, Princeton PUPP, EPIC, etc.).

Goal 3: Actively recruit and retain more faculty and staff from those racial and ethnic groups that have had limited access to careers in higher education

3.1 Assess recruitment, hiring and retention patterns of candidates. Implement policies and training for search committee members to enhance recruitment of racially and ethnically diverse candidates.

2015: The Vice President for Human Resources and the Dean of Institutional Assessment met in December 2015 to review the IPEDS faculty and staff data and to examine retention patterns.

The Provost has established new expectations for faculty job ads. Applicants are now asked to address how they plan to contribute to Muhlenberg’s efforts to become a more diverse and inclusive community. The ads also now include a link to the most recent update of the Diversity Strategic Plan. The Provost’s office has researched consulting firms that specialize in training search teams to build a racially and ethnically diverse candidate pool, to assure their fair treatment in the search process, and to attract outstanding candidates to the College. The College has identified a firm it would like to hire and is negotiating to contract their services for the next academic year.

2017: The Vice President for Human Resources and the Provost continue to review the IPEDs faculty and staff data and to examine retention patterns.

The College contracted with the consulting firm Romney and Associates to conduct on-campus training in inclusive hiring practices. James Peck, Associate Dean for Diversity Initiatives, worked closely with Romney & Associates to develop and implement sessions throughout the 2016-17 academic year. Participants from all academic departments with active searches and from each administrative unit completed the training, including a debriefing session in May 2017. Starting with 2016-2017 searches, academic departments were required to designate an equity advocate for every full-

time job search; hiring managers for staff positions were encouraged to include an equity advocate on their search committees.

Faculty staffing requests had to include information concerning how the new hire would support the College's diversity initiatives and applicants were asked to include a diversity statement in their applications materials. The Associate Dean for Diversity Initiatives participated in every full-time faculty search, consulting with the departmental equity advocate and tracking the demographics of department short/long lists of candidates and the composition of the applicants invited for on-campus interviews. Since beginning our relationship with Romney and Associates in 2015, 41% of faculty tenure-line hires have been people of color.

3.2 Continue to build a strong relationship with the Consortium for Faculty Diversity as a means of identifying and recruiting more diverse candidates for faculty openings.

2015: Of the four CFD Fellows appointed for the 2014-15 academic year, all attended the national CFD conference at Macalester College accompanied by CFD mentor Cathy Kim and Provost Ramsay. Two of the four were appointed to tenure track positions at Muhlenberg for 2015-2016. The third accepted a second-year CFD fellowship at Muhlenberg, and the fourth was offered a two-year fellowship at Muhlenberg, but declined in order to accept a tenure track position at another institution.

In October 2015, three members of the faculty and administration and one CFD Fellow attended the national CFD conference at Swarthmore. Currently, one CFD search is underway for the 2016-17 academic year. Provost Ramsay continues to serve as a member of the national CFD Steering Committee.

2017: Dr. Beau Gaitors served as a CFD fellow in the 2016 - 2017 school year in the Department of History and the program in Latin American and Caribbean Studies. Dr. Gaitors attended the CFD National Conference at Colorado College along with CFD Coordinator Cathy Kim and Associate Dean for Diversity Initiatives James Peck.

Goal 4: Strengthen the depth and complexity of teaching and learning about diversity

4.1 Implement a Muhlenberg Intergroup Dialogue Program derived from the University of Michigan's model. (Also supports Goal 1)

2015: The Intergroup Dialogue (IGD) planning team consists of over a dozen faculty and staff. The team engaged in a planning retreat on May 22. In June, the planning team for IGD met at a one day retreat to envision the shape of an Intergroup Dialogue program at Muhlenberg. In September, a group of 25 Muhlenberg faculty and staff attended a two-day training workshop in the appropriate facilitation skills.

The College then established a pilot program in Intergroup Dialogue. Two sections of a course titled Intergroup Dialogue are being offered in the Spring 2016 semester and both are fully enrolled. The course instructors will be Roberta Meek (Media and

Communication and Africana Studies) and Marcie Lightwood (Institute for Jewish Christian Understanding); and Robin Riley-Casey (Multicultural Life) and Connie Wolf (Psychology). Course planning is underway. Associate Dean of Diversity Initiatives James Peck and Academic Engagement and Transitions Manager Jenna Azar are providing administrative support for this initiative.

2017: Co-directed by Connie Wolfe and Jenna Azar, the Intergroup Dialogue (IGD) initiative expanded to include two courses focused on gender and race, respectively. Jenna Azar, James Peck, Mark Smiley (Assistant Director of Multicultural Life), and Teresa VanDenend Sorge (Lecturer in Dance) joined the roster of facilitators. Funds from the Mellon New President's Grant supported a two-day train the trainer workshop in May 2017. Thirteen faculty and staff participated in the program designed to increase institutional capacity to sustain and grow IGD.

4.2 Provide additional funding to expand Martin Luther King Week with interdisciplinary programming that deepens the engagement of the campus community with social justice issues. (Also supports Goal 1)

2015: The College celebrated Martin Luther King, Jr. week 2015 with several events planned in conjunction with the Center for Ethics, the Office of Multicultural Life, Africana Studies, Student Activities, the Office of the Chaplain and the Black Student Association. This college-wide effort was led by Acting Director of Africana Studies Robert Meek and Director of Multicultural Life Robin Riley-Casey.

2017: MLK week in collaboration with Africana Studies, the Black Student Association and Multicultural Life supports a curricular and co-curricular campus-wide community engagement, providing various sites for intragroup/intergroup dialogue about issues of race and social justice.

4.3 Provide one-time support for inclusive pedagogy programming through the Faculty Center for Teaching. (Also supports Goal 1)

2015: The Faculty Center for Teaching held a three-hour workshop titled "Racial Considerations Inside and Outside the Classroom" in March 2015. Outside experts, Dr. Chayla Davison (University of Northern Colorado) and Dr. Frank Tuitt (University of Denver) led the workshop.

FCT also sponsored a program titled Examining Trigger Warnings in consultation with the Associate Dean for Diversity Initiatives in October 2015 and is collaborating with the Associate Dean to organize additional programs (including an extension of the discussion on trigger warnings) on inclusive pedagogy for the spring 2016 semester.

2017: As part of the regular faculty development programming, the Faculty Center for Teaching organized a series of diversity programs, *Teachers Talking About Diversity*. In addition, funds from the DSP allocation supported a Science, Technology, Engineering, and Math (STEM) diversity reading group organized by the FCT. Eleven faculty and a

librarian participated in the sessions. Discussion topics focused on inclusive pedagogy in STEM, strategies for integrating diversity-related issues into courses, and ways to create affirming and inclusive spaces in STEM classrooms and labs. Members of the group generated a list of recommendations for broadening discussions of diversity issues across the Science Division.

4.4 Provide one-time support for a three-phase program supporting faculty development and curricular development of academic programs addressing transnational, multicultural, and global subjects of social justice and equality. (Also supports Goal 1)

2015: The Stuart Hall Reading Group convened in the Spring 2015 semester. Some key questions discussed include: how to develop an inclusive approach to the concept of culture in research or teaching; where do we take the lessons from Hall on identity-related work; how do we theorize about the role of culture and its production.

2017: A follow-up seminar in Spring 2016 focused on the theme of “Critical Cosmopolitanism.” Convened by Chair of Sociology/Anthropology Janine Chi and Associate Dean of Diversity Initiatives James Peck, the 14 participating faculty members read numerous articles in the recent literature on the topic. They met six times to discuss the implications of the readings for their research and teaching. All faculty members connected the seminar themes to one or more of their courses by applying these frameworks to an existing syllabus or assignment for revision or extension towards global learning pedagogies.

Goal 5: Engage more deeply with the diverse communities of Allentown and the Lehigh Valley

5.1 Create a Muhlenberg-Allentown Promise Program that will annually provide at least one full-time tuition scholarship for a qualified student from the Allentown School District High Schools (Allen, Dieruff, Roberto Clemente Charter) and Allentown Central Catholic High School. This program would be comparable to the College’s current commitments to the Say Yes to Education Program, the Afghan Girls Fund, and the Open a Door Foundation. (also supports Goal 2)

2015: An applicant was identified from the Allentown School District who qualified for the full-tuition scholarship. The student was admitted, aided and enrolled. In total, 7 students were enrolled in the Class of 2019 from Allentown public schools, plus Allentown Central Catholic High School. For the 2015-16 admissions cycle, the application fee has been waived for all applicants from Allentown area high schools.

2017: Muhlenberg continued its policy of waiving application fees for students from Allentown and the immediately surrounding communities (Salisbury, Whitehall, etc.). We identified an applicant from the Allentown School District as our Muhlenberg-Allentown Promise Scholar. The student was admitted, aided and enrolled. In all, 4 students were enrolled from Allentown city schools.

5.2 Create a supplier/vendor diversity policy.

2015: A Supplier Diversity Purchasing Policy has been created and will be part of the revised Purchasing Manual.

Goal 6: Assign responsibility for the measurement, assessment, and coordination of diversity initiatives

6.1 Create the position of Associate Dean for Diversity Initiatives to ensure that diversity initiatives and progress toward diversity goals are both coordinated and regularly assessed. (also supports Goals 1, 3, and 4)

2015: James Peck, Professor of Theatre, has been appointed to a renewable two-year term as Associate Dean for Diversity Initiatives. Peck has been active and effective in multiple areas of his responsibility: 1) organizing with Jenna Azar the training, faculty, and courses for Intergroup Dialogue in Spring 2016; 2) creating ad language and hiring protocols to increase faculty diversity; 3) conferring about the design of the President's Diversity Advisory Council; 4) collaborating the Director and Assistant Director of Multicultural Life, faculty, and students to shape campus discussions about racism, privilege, and inequities; 5) implementing multiple initiatives associated with the Mellon Foundation grant "Achieving Muhlenberg's Civic and Global Mission."

2017: Chaired the Associate Dean for Diversity Initiatives, The President's Diversity Advisory Council (PDAC) monitors and assesses the Diversity Strategic Plan. It also proposes new initiatives to the President's Staff to enhance equity and inclusion at Muhlenberg. In 2016-2017, PDAC proposed three major new initiatives. First, it collaborated with other groups concerned with issues of diversity (e.g. the College Committee on Campus Life, the Multicultural Center Advisory Board) to establish regular listening sessions to hear the diversity-related concerns and perspectives of community members. Second, it researched the process of conducting a policy scan of Muhlenberg's policies and procedures to see which may be obstacles to an inclusive campus. PDAC proposed a firm to conduct this review, and this firm has been contracted; see 6.2. Third, it proposed the Muhlenberg hire a Chief Diversity Officer (CDO). Though that proposal was not adopted by the Senior Team, it did lead to the creation of the position of Associate Provost for Faculty and Diversity, to be hired via national search in the 2017-2018 school year. It is anticipated that a comparable Associate Dean will be added in the Division of Student Life in 2018-2019.

Dr. Peck completed his two-year term as Associate Dean for Diversity Initiatives. Dr. Brian Mello, Associate Professor of Political Science, was appointed to the position.

6.2 Provide one-time funding for a consultant to conduct a comprehensive review of all college policies and processes to determine which are exclusionary, discriminatory, or supportive of unearned privilege, including: admissions and financial aid policies, housing policies, student health insurance requirements, campus transportation, hiring, vendor selection, etc. (Also supports Goal 1)

2015: The Vice President for Human Resources has consulted with a local alumnus and a Trustee in search of a consultant to review Muhlenberg's existing policies. Two hundred policies have been identified, although only fifteen to twenty of these policies will need to be reviewed for "best diversity practices." To date, no consultant has been identified.

2017: On the advice and recommendation of the President's Diversity Advisory Council, the College has engaged the consulting company CREDO to conduct an audit of College policies and procedures with an eye to diversity and inclusion. The audit is underway and will take place during Summer and Fall 2017.