



**HANOVER**  
**C O L L E G E**

**Educator Preparation Program**

**2022-2023**  
**Equity and Inclusion**  
**Recruitment and Retention**  
**Plan**



## **Hanover College Educator Preparation Program**

The Hanover College Educator Preparation Program presents a formalized recruitment and retention plan to recruit candidates from a broad range of backgrounds and diverse populations. The EPP highlights four focus categories, along with specific goals pertaining to each as identified by the EPP. This plan is hereafter referred to as the Equity and Inclusion Recruitment and Retention Plan.

Hanover College is a rural, private liberal arts college located in southern Indiana. The EPP recruits candidates from both admitted Hanover College students and from various outreach events, mostly within Indiana, Kentucky, and Ohio.

Local demographics in Jefferson County, Indiana as reported by the 2021 US Census.

Total Population: 33,141  
94.9% White  
2.2% Black/African American  
0.4% Native American/Alaskan Native  
0.9% Asian  
0.1% Native Hawaiian or Pacific Islander  
1.5% Two or More Races  
3.1% Hispanic or Latino

Median Household Income: \$53,784  
Persons in Poverty: 11.6%

### **Recruitment Efforts Prior to Admission to Hanover College**

The EPP leads regular efforts to specifically recruit diverse teacher candidates from individuals who have not already been admitted to Hanover College. These events include statewide outreach events to more targeted actions. A statewide event called *Be a Teacher Day* is held annually, and the Hanover EPP is regularly in attendance. This event is targeted towards high school students interested in pursuing Education. The Hanover College EPP holds a strong partnership with the Indiana State Teachers Association and often presents and holds information sessions to the Aspiring Educator's Group. In this partnership, the EPP regularly presents at the Educators Rising events, including the statewide conference. Finally, the EPP regularly meets with prospective students during admissions events and participates with the Admissions office to provide answers to questions of anyone interested in choosing Hanover.

The EPP started hosting an Education Summer Academy in June 2022. The EPP decided to pursue this recruitment event as a result of QAS data from 2020-2021. The EPP recruited five high school students to attend the week-long academy. Four of those recruited attended the academy (2 juniors and 2 seniors) and as of December 2022, the two high school seniors in the group of four have already applied and received acceptance as students interested in Education at

Hanover College. Of those eligible to apply, 100% applied and were accepted—indicating the summer academy experience as the principal reason behind that choice.

## **Recruitment Efforts After Admission to Hanover College**

Each target goal established will be measured across three checkpoints focused on measuring connectivity after admission to Hanover College: Phase 1: Enrolled in EDU FY101, attendance at a callout event, or connection with an EDU advisor; Phase 2: enrollment in EDU 221, the gateway course for admission to the program; Phase 3: application and admission to the EPP. The EPP is integrated within the College-wide structures as we are a very small program and therefore must rely on the established supports, recruitment efforts, and structures of the College. The EPP goals align with the efforts of Hanover College as a whole.

### **Phase 1**

Students in this phase are identified using various methods of initial contact. Each student who applies to Hanover College self-selects interested program areas of study. Starting with the Fall of 2021, each student who identified Education as an area of interest were placed in the Education First Year Seminar, taught by Education faculty. All incoming students to Hanover College take a First Year Seminar, focusing on acclimation to the college environment, career exploration, and academic and study skills. This Education-specific First Year Seminar section was implemented as a result of the EPP advocating for greater connectivity and recruitment with Education-interested First Year students. After a review of 2018, 2019, and 2020 recruitment efforts, using the EPP's QAS, the program was able to advocate for these specific adjustments. It was clear from the past data that unless a student reached out to EDU, attended a callout event, or was connected to EDU from an existing academic advisor, it was unclear as to the specific recruitment effort.

During the FY 101 seminar the instructor is also the students first-year academic advisor. During the Education FY 101 Seminar, students begin learning an overview of the profession, program requirements, and begin having pointed conversations with their advisor in a 1:1 and supportive format so as to learn more about them and their respective individual needs and goals. Advising notes are collected and student needs are flagged for review according to their level of impact. At this point, the program can provide additional support, greater exposure if they are undecided or unsure, and begin working on admission-level information.

In addition to the FY 101, and especially if a student did not initially list Education as a preference on the College admissions documents, the EPP holds a Fall and Winter term “callout” event—often an Ice Cream Social or treat-oriented meeting that serves as a means to gather those who might not have the direct contact provided by the FY 101 section.

Finally, interested students often connect to an Education advisor either through their own existing first-year advisor, or an assigned academic advisor in another major discipline. These students can reach out at any point and are not always first-year students at Hanover College. The EPP regularly reminds college personnel to connect any student interested in Education to

one of the Education advisors as they are best able to assist. It is within these three layers that students are initially drawn into the Education radar.

### **Phase 2:**

This phase focuses on the Education gateway course: EDU 221, Education and American Culture. This course is required of all students interested in pursuing candidacy. Once students move from Phase 1 into Phase 2, we know that recruitment efforts have been successful to that point. For those who have not enrolled in EDU 221, the EPP targets specific interventions designed to assist the student where necessary. Often, as a result of the interventions and structures of Phase 1, student barriers are already identified and targeted, however there are some students who may have newly identified barriers that were otherwise not present. Generally, students who do not pursue EDU 221 at this phase do so because they have made a conscious decision to not pursue Education or have identified another major area of study, left the College for other reasons, or do not wish to become teachers.

### **Phase 3:**

This phase focuses on application and admission to the EPP. The EPP highlights a prospective candidate list from those who have taken or are enrolled in EDU 221. With that list, advisors target conversations to ensure prospective candidates have questions answered and support systems in place leading up to and during the application phase. If a prospective candidate does not submit an application, the advisor makes an initial contact to obtain more information, followed by a personal connection from the Head of Educator Preparation. It is during this space that any newly uncovered barriers can be addressed. Often, the changes during this time occur out of preference or long-term plan adjustments.

## **Target Area 1: Race/Ethnicity**

*Recruitment Goal (at least 1 identified non-white students each year)*

### **Recruitment**

Target Area 1 is identified according to the designation placed on the College admissions document as part of the initial undergraduate application process. Individuals self-select from a menu of choices that includes the following designations:

- White
- Black or African American
- Hispanic
- Asian
- American Indian or Native Alaskan
- Pacific Islander
- Two or more races
- Unclassified \*

The EPP desires to recruit at least one non-white candidates each year for application to the program based on self-reported diversity categories. This goal will be measured across three checkpoints: Phase 1: Enrolled in EDU FY101, attendance at a callout event, or connection with an EDU advisor; Phase 2: enrollment in EDU 221, the gateway course for admission to the program; Phase 3: application and admission to the EPP.

The EPP regularly communicates with the Office of Admissions around specific recruitment activities. This includes strategic planning sessions and sharing of data.

After the three phases of recruitment and retention, the EPP measures progress on its goal at the completer stage (graduation from Hanover College).

## Current Data

Race/Ethnicity (as reported)

Table 1: 2020-2023 Program Completers: Non-white Candidate Breakdown

2020-2023 Non-white Program Candidates/Completers								
Graduation Date	N	Black-African American	Hispanic	Asian	Two or More	Non-Resident Alien	Unclassified*	%
2020	16	2 12.5%	1 6.25%	-	-	-	2 12.5%	5/16 31%
2021	17	-	1 5.8%	-	-	1	3 17.6%	5/17 29%
2022	17	1 5.8%	1 5.8%	-	-	-	2 11.7%	4/17 24.5%
**2023 (anticipated)	17	1 5.8%	2 11.7%	-	-	-	1 5.8%	4/17 24.5%
**2024 (anticipated)	16	-	-	-	-	-	1	1/16 6.25%
Totals	83	4	5	0	0	1	9	
Percentage		4.8%	6.0%			2.4%	10.8%	

\*Note: Students often self-select “unclassified” which impacts the goal setting process. When the EPP sets goals, it focuses on Hispanic, Black/African American, Asian, and Two or More Races, so as to identify clear choices from the reporting form.

\*\* The 2023-2024 anticipated cohorts are the EPP current candidate level seniors (2023) and juniors (2024).

Table 2: Disaggregated data of non-white students in EPP’s education gateway course (EDU 221)

Gateway Course EDU 221: Race/Ethnic Disaggregated Data by course									
Semester	N	Black-African American	Hispanic	Asian	Two or More	Non-Resident Alien	Unclassified	total	%
Fall 20	31		2		4		2	8	8/31 25.8%
Winter 21	15	1					1	2	2/15 13.3%
Fall 21	35	1	1		1		3	6	6/35 17.1%
Winter 22	17	1			2	2		5	5/17 29.4%
Fall 22	17	1			1			2	2/17 11.7%
Winter 23	19	1	1	1				3	3/19 15.8%
totals	135	5	4	1	8	2	6	26	
Percent		3.7%	2.9%	.7%	5.9%	1.5%	4.4%	19.3%	

**Table 3**

Non-white program completers by certification area-

<b>Non-White Candidates certified area breakdown</b>					
<b>Completer Year</b>	<b>Hispanic</b>	<b>Black-African American</b>	<b>Non-Resident Alien</b>	<b>Unclassified</b>	
2020	Elementary	English Math		Spanish Elementary	
2021	Elementary		Spanish	Biology English Elementary	
2022	Spanish	Social Studies		Elementary (2)	
2023 (anticipated)	Elementary (2)	Elementary		Elementary	
2024 (anticipated)				English	

Table 3 Analysis:

The data shows certification areas our non-white candidates pursue. The EPP finds that it is a wide sample of fields and is not limited to one focus. The candidates are meeting high-need areas.

**Table 4:**

<b>Analysis of pathways for non-white students after EDU 221</b>						
<b>Race/Ethnicity</b>	<b>Withdrew</b>	<b>Dismissed</b>	<b>New major</b>	<b>Grad requirement</b>	<b>Undeclared major</b>	<b>Candidate</b>
Black African American	1		1*		2	1
Hispanic	2				1	1
Asian					1	
Two or More	3		1	2		3

\*could not pass entrance exam (Praxis I)

**Table 5:**  
Campus Wide Diversity Profile 2020-2022

<b>Hanover College Diversity 2022</b>			
		<b>College-Wide</b>	<b>Education</b>
<b>AFRICAN AMERICAN:</b>	<b>45</b>	(4.7% of student body)	1 (5.8%)
<b>AMERICAN INDIAN/ALASKAN NATIVE:</b>	<b>9</b>	(0.9% of student body)	0
<b>ASIAN:</b>	<b>6</b>	(0.6% of student body)	0
<b>NATIVE HAWAIIAN/PACIFIC ISLANDER:</b>	<b>0</b>		0
<b>HISPANIC:</b>	<b>25</b>	(2.6% of student body)	0
<b>MULTIRACIAL:</b>	<b>53</b>	(5.6% of student body)	0
<b>TOTAL Students of Color:</b>	<b>138</b>	(14.5% of student body)	1 (5.8%)
<b>INTERNATIONAL STUDENTS:</b>	<b>52</b>	(5.5% of student body)	0
<b>TOTAL International + Students of Color:</b>	<b>190</b>	(20.0% of student body)	1 (5.8%)
<b>WHITE:</b>	<b>731</b>	(76.9% of student body)	16
<b>UNCLASSIFIED:</b>	<b>30</b>	(3.1% of student body)	2
<b>TOTAL Student Body:</b>	<b>951</b>		<b>17</b>



<b>Hanover College Diversity 2021</b>			
		<b>College-Wide</b>	<b>Education</b>
<b>AFRICAN AMERICAN:</b>	<b>51</b>	(5.1% of student body)	0
<b>AMERICAN INDIAN/ALASKAN NATIVE:</b>	<b>5</b>	(0.5% of student body)	0
<b>ASIAN:</b>	<b>3</b>	(0.3% of student body)	0
<b>NATIVE HAWAIIAN/PACIFIC ISLANDER:</b>	<b>0</b>		0
<b>HISPANIC:</b>	<b>32</b>	(3.2% of student body)	1 (5.8%)
<b>MULTIRACIAL:</b>	<b>45</b>	(4.5% of student body)	0
<b>TOTAL Students of Color:</b>	<b>136</b>	(13.5% of student body)	1 (5.8%)
<b>INTERNATIONAL STUDENTS:</b>	<b>43</b>	(4.3% of student body)	0
<b>TOTAL International + Students of Color:</b>	<b>179</b>	(17.8% of student body)	1 (5.8%)
<b>WHITE:</b>	<b>772</b>	(76.9% of student body)	13
<b>UNCLASSIFIED:</b>	<b>53</b>	(5.3% of student body)	3
<b>TOTAL Student Body:</b>	<b>1004</b>		<b>17</b>

<b>Hanover College Diversity 2020</b>			
	<b>College-Wide</b>		<b>Education</b>
<b>AFRICAN AMERICAN:</b>	<b>46</b>	(4.4% of student body)	2 (12.5%)
<b>AMERICAN INDIAN/ALASKAN NATIVE:</b>	<b>5</b>	(0.5% of student body)	0
<b>ASIAN:</b>	<b>7</b>	(0.7% of student body)	0
<b>NATIVE HAWAIIAN/PACIFIC ISLANDER:</b>	<b>2</b>	(0.2% of student body)	0
<b>HISPANIC AMERICAN:</b>	<b>39</b>	(3.8% of student body)	1 (6.25%)
<b>MULTIRACIAL:</b>	<b>35</b>	(3.4% of student body)	0
<b>TOTAL Students of Color:</b>	<b>134</b>	(13.0% of student body)	3 (18.75%)
<b>INTERNATIONAL STUDENTS:</b>	<b>28</b>	(2.7% of student body)	0
<b>TOTAL International + Students of Color:</b>	<b>162</b>	(15.7% of student body)	3 (18.75%)
<b>TOTAL Student Body:</b>	<b>1028</b>		<b>16</b>

## Findings

The gateway course for the EPP is EDU 221. This course is typically offered twice a year in the fall and winter semesters. In Fall 2020 and Fall 2021, two sections of the course were offered. The EPP analyzed the data by looking at non-white at two different points in the program: program completers in Table 1 and the entry level, the gateway course, in Table 2. Table 3 displays the certification areas for those non-white program completers. This data indicates that the non-white candidates do become certified in many high need areas. An overall percentage of 19.3% of the students in the last three cycles of the gateway course self-identified as non-white, while 24.5%-31% of students at the candidate level self-identified as non-white. The EPP would like to focus on clear self-identified groups (Black-African American, Hispanic, Asian or Two or

more) for data purposes. The elimination of Non-resident alien and non-classified is 13.2% of the total student population in the gateway course and 10.8% for those preservice candidates.

The data confirms that the EPP was able to meet this goal and is able to recruit non-white students into the gateway course and maintain that percentage throughout the last four completer cycles.

The EPP is aware of that 2024 cohort currently juniors in the EPP program pipeline race/ethnicity diversity percentage is significantly lower than the previous cohorts. In looking at the gateway data, many non-white students interested in education did leave the institution. The EPP is hopeful this trend will reverse as it seeks to retain the non-white students currently early in the program and not yet able to declare a major. The EPP is also working to mirror the population of the campus in the program.

## **Implications**

For the last four data cycles, the EPP has met its goal of recruiting two non-white student and was able to retain the candidates for 24.5% to 31% of its graduating cohort.

The EPP is closely monitoring the retention of the non-white students throughout all three recruiting phases. The gateway course to education, EDU 221, is offered to all students as it meets two other general graduation requirements (a research writing W2 and historical/social perspectives HS). The EPP purposely elected to broaden the scope of this course to allow more students to be introduced to a career in education. The EPP allows students who knowingly take EDU 221 for one of the graduation requirements and have already declared another major to opt out of the EDU data keeping system (Standard for Success-SFS). Three students fell into the above category of other major (one non-resident alien).

The EPP worked with one African American student to pass the Praxis I entrance exam. The student has already started the new major when the testing requirement was dropped from the EPP in December 2021 and elected to pursue that new path.

The EPP would like to reduce the number of non-white students that leave the program before candidacy. The EPP conducted a case study focusing on working with a non-white student very passionate about teaching with high dispositional ratings from early fieldwork experiences. This was very insightful as the EPP realized the impact of potential obstacles could have on the student; these ranged from lack of study skills/organization to financial issues requiring the student to work more than 20 hours a week while attending courses.

The EPP enhanced their academic support for three candidates in the FY 2021 cohort but unfortunately all three elected to leave the institution. One of the three elected to pursue a degree

not offered at the institution. The other five students left the institution for other reasons outside the EPP.

## **Support**

The EPP partners with the Office of Multicultural Affairs in connecting students/candidates who have additional needs.

Students are regularly informed of existing practices to report bias incidents on campus and to support them if they have experienced a bias incident. The EPP regularly communicates to all students that both the program and Newby Hall are areas that should be free from bias.

The HAQ Center for Cross-Cultural Education serves as a resource for diversity programming, academic exploration, and intergroup dialogue.

Supported diverse case study student with weekly meetings, navigating working too much junior year (over 20 hours a week-led to not having transportation senior year) and study skills. Did meet 3.0 gpa benchmark senior year. The EPP implemented testing support (working with candidate to prepare for Praxis I test in October 2020). Once the state removed the testing requirement, our EPP did as well and reduced focused remediation efforts. Academic support was provided from all areas-PSY and BIO instructors providing reading accommodations. Reading comprehension difficulties were suspected and support in reading will be offered throughout the upcoming winter term, 2023 to prepare for Praxis II licensing test. The case study student was the only one admitted immediately once the testing requirement was removed.

## **QAS Decisions**

The EPP implemented the following decisions focused on recruitment/retention of Target 1 students as a result of utilizing its QAS:

--The Committee suggested that in looking at our department website pages, there does not seem to be much outreach to diverse populations to recruit them to the Hanover College EPP and that the EPP should showcase our diversity efforts more intentionally on social media to show visually that this a place to belong for multicultural, LGBTQ+, and other aspiring educators. We need to also use keywords more intentionally in EPP communications.

Efforts to be made to display a realistic depiction that persons of color might experience if they were students in the Program and at Hanover College. The EPP added additional photos and created additional content following the Education Diversity Committee Meeting on 8/18/2022

--Added *White Fragility: Why It's So Hard for White People to Talk about Racism* by Robin DeAngelo as a required text for Education Senior Seminar starting Fall 2022. Course feedback reflected a positive experience from both white and non-white candidates.

## Target Area 2: Economic Need

### *Recruitment Goal*

*(20% of admitted cohort in at least 2 identified economic need categories each year)*

### Recruitment

Target Area 2 is identified with a collaborative effort between the EPP and College offices, specifically: The Office of Student Financial Aid Services, The Business Office, Office of Student Success, and Student Life. Data from these collaborations is obtained and regularly monitored by the Education Coordinator of Student Services and is discussed, shared, and analyzed with stakeholder groups, not limited to the EPP faculty, alumni council, and advisory council.

- Pell Grant Eligible
- Federal Work Study Eligible
- 21<sup>st</sup> Century Scholars Recipients
- First Generation College Students
- Outside Work/Extracurricular Commitments

### Recruitment Efforts

The program recruits students in this target area through specific advising outreach, the Education-specific First Year Seminar (FY101), callout meetings along with publicizing the program within the Learning Center and Office of Student Success, Office of Multicultural Affairs, Love out Loud, and in the HAQ Center. The Education Gateway course (EDU 221) is open for other students to take as it also fulfills elements of the general education curriculum of the college. If students are interested in Education, the student organization: Hanover College Education Association provides support for professional clothing, membership fee waivers and other support structures.

### Current Data

Table 5: Economic Need by students enrolled in Gateway course (EDU 221)

EDU 221 Financial Need Disaggregated by cohort 2020-2023							
Semester Enrolled in 221	Enrollment (N)	First Gen	Pell	FWS	21 <sup>st</sup> century Scholar	Non-continuing	Admitted
Fall 20	31	9 29%	10- 32.5%	7-22.5%	3 9.6%	13 42%	9 29%
Winter 21	15	4 26.7%	8 53.3%	2 13.3%	0 0%	6 40%	3 20.0%
Fall 21	35	11 31.4%	10 28.6%	10 28.6%	2 5.7%	9 25.7%	16 45.7%
Winter 22	17	5 29.4%	4 23.5%	6 35%	0 0%	2 13%	6 35%

Fall 22	17	5 29.4%	7 41.2%	5 29.4%	0 0%	1 5.9%	1 5.9%
Winter 23	20	6 30.0%	8 40.0%	8 40.0%	1 5%	1 5%	NA
Totals Percentage	135	40 29.6%	47 34.8%	38 28.1%	6 4%	32 23.7%	35 25.9%

Breakdown of non-continuing students in Edu 221 Disaggregated by cohort Fall 20-Winter 2023					
	Total	Graduated	Withdrew at end of term	Withdrew during term	Dismissed
Fall 20	13	4 (9.5%)	5 (38.5%)	1 (7.6%)	3 (23.1%)
Winter 21	6	1 (16.6%)	3 (50%)	1 (16.7%)	1 (16.7%)
Fall 21	9	2 (22.2%)	3 (33%)	3 (33%)	1 (11.1%)
Winter 22	2		2 (100%)		
Fall 22	1		1		
Winter 23	1		1*		
total	32	7 (21.9%)	15 (46.9%)	5 (15.6%)	5 (15.6%)

\*left at end of Fall term but was enrolled for winter term

Breakdown of Candidates by Financial Need Current cohorts of admitted candidates					
Cohort	N	First Gen	Pell	FWS	21 <sup>st</sup> Century Scholar
2023 (Senior Education Candidates)	21* <i>(two did not pursue completion; two major- only non-cert)</i>	1/21= 4.7%	8/21 = 38%	4/21=19%	2/21=9.5%
<b>College-wide Seniors across all majors</b>	<b>207</b>	<b>50/207=24.1%</b>	<b>55/207=26.6%</b>	<b>31/207=15%</b>	<b>18/207=8.7%</b>
2024 (Junior Education Candidates)	17	4/17=23.5%	3/17=17.6%	4/17=23.5%	2/17=11.7%
<b>College-wide juniors across all majors</b>	<b>215</b>	<b>38/215= 17.7%</b>	<b>64/215= 29.8%</b>	<b>47/215=21.9%</b>	<b>17/215=7.9%</b>
2025 (Sophomore)	16 (18) <i>**two</i>	6/16=37.5%	7/16=43.75%	7/16=43.75%	1/16=6.3%

Education Candidates)	<i>potential candidates' admission on-hold due to GPA concerns.</i>				
<b>College-wide sophomores across all majors</b>	<b>223</b>	<b>41/223= 18.4%</b>	<b>61/223= 27.4%</b>	<b>31/223= 13.9%</b>	<b>21/223= 9.4%</b>

\*Two candidates did not complete the program as dispositional concerns were present. Both were on probation during methods with an intervention plan. Both candidates chose to graduate with their secondary content major and not continue in Education prior to reaching the level of program removal. Two additional secondary candidates chose to pursue the major-only non-certification due to personal preference reasons.

\*\*Two potential candidates' admission on-hold due to GPA concerns. Both candidates are FWS-eligible students. The Program monitors progress and meets regularly to implement assistance as needed.

**Findings**

The EPP does meet or is very close to its goal of having 20% of the admitted candidates in two identified economic areas when examining the data for the last three admitted cohorts. The only cohort that misses the target would be the current seniors as only 19% of the cohort is Federal Work Study eligible, very close to the target of 20%.

The EPP does reflect the economic diversity of the campus community.

For each level, the EPP candidates match or exceed three of the four economic disaggregated categories. The varying group differs for each cohort. For the seniors, the percentage of first-generation students is lower, while for the junior group, the number of Pell-eligible students is less. The sophomore cohort is lacking in the number of 21<sup>st</sup> century scholar candidates but exceeds the percentage of Pell-eligible students by 16.35%. The data at this point in time for the sophomore cohort is after the fall admission cycle. The EPP notes that ten sophomores are enrolled in the gateway course for the winter 2023 semester and may be admitted upon satisfactory completion of the course.

**Implications**

The data shows the EPP is able to retain and support candidates with economic need. The EPP realizes the challenges faced by these students and continuously connects to the campus-wide resources to help ease the financial burden often faced throughout the program; in field work and in acquiring required Safe Hiring Solutions background checks and paying the subscription fees



for the required database system, Standard for Success (SFS) currently used by the EPP, as well as transportation difficulties. The outline of QAS decisions note structures in place to support candidates.

## **Support**

Students have access to the food pantry and free store from the Chaplains Office. Arrangements are made to assist students who begin student teaching ahead of the start of the academic term with meals then and during College breaks while these student teachers remain on campus. Students have been given greater flexibility to obtain student teaching placements closer to home to save costs. Students have been given greater use of existing grant funds to assist with fuel costs to and from clinical field experiences.

## **QAS Decisions**

The EPP implemented the following decisions focused on recruitment/retention of Target 2 students as a result of utilizing its QAS:

--Formalizing the process for obtaining a Panther Loan (no cost short-term loan) from the Chaplain's office per established procedures and criteria posted for student use. Implemented January 2022 from Chaplain establishing formal eligibility processes and shared on the Program's website.

--Directing students in need to apply to the Panther Need Fund, an established fund that can be used for various human needs (e.g., food, clothing, transportation, etc.) from the Chaplains office and funded by donations by alumni, employees, and others. This is a gift that does not need to be repaid. 9/2021 implementation procedures established from Chaplain to EDU Student Services.

--Additional clarification of Spicer-Phillips Grant focused on covering a student's first attempt on any and all licensure exams and have been extended to additional needs areas such as emergency gas expenses for clinical field experiences. Added OTHER designation on form on My Hanover in 2021

--Providing emergency transportation to clinical field experiences on an as-needed basis and assisting with peer assistance for those without their own transportation.

--Implementation of a Teacher Clothes Closet in Newby, where professional clothing can be obtained at no cost in collaboration with HCEA and the Education Alumni Committee. This is in a low traffic area of the building for privacy. Started January 2022 Education Department personnel have also assisted teacher candidates obtain proper clothing items when special sizing or specific items are needed.

--Increases flexibility in student teaching placement locations to allow students to petition for student teaching experiences closer to home to save on Room and Board. Students can choose the add special requests to the Student Teaching Placement Request form in SFS

## Target Area 3: Gender in Underrepresented Content

### *Recruitment Goal*

*(at least 1 identified student interested in an underrepresented content each year)*

### Recruitment

Target Area 3 is focused on recruiting gender minority candidates to content areas that were otherwise underrepresented. Specifically:

- Females in STEM Fields
- Males in Elementary Education

### Recruitment Efforts

Encouraging college-wide academic advisors to publicize Education and specifically STEM fields for females and Elementary Education for males. Purposefully showcasing students enrolled in underrepresented content areas in our website and during outreach events. The program regularly has Education students serve as college admissions ambassadors, who meet with interested students on campus visits. Many have been Education students in underrepresented content areas.

### Current Data

	<b>Male Program Completers in Elementary Education</b>				
Cohorts:	2020 N=7	2021 N=13	2022 N=8	2023 N=10 (anticipated)	2024 N=9 (anticipated)
# of candidates	0	0	0	1	2
percentage	0%	0%	0%	10%	22.2%

	<b>Female Candidates in STEM-related fields (Science and Math Certification Areas)</b>				
Cohorts:	2020 N=3	2021 N=1	2022 N=2	2023 N=2	2024 (anticipated) N=2
# of candidates	3-Math	1-Life Science	1-Life Science	1-Life Science 1-Math	2-Life Science
Percentage	100%	100%	50%	100%	100%

## **Findings**

The EPP met its goal of having at least one student interested in an underrepresented content area in its last five cohorts.

## **Implications:**

For males in elementary education, the EPP had one additional candidate in the pipeline for the 2021 cohort and three for the 2022 cohort. The 2021 candidate was unable to meet the 3.0 gpa major benchmark. The EPP worked with the candidate to retake courses to improve his gpa but the candidate elected not to pursue certification. One of the candidates in the 2022 cohort wanted to pursue a double major in elementary education and art but could not meet the demands of fieldwork and art studio time. He elected to pursue only the art major. The other two male candidates in the pipeline elected to pursue other opportunities related to athletics. Academic support structures were provided to a potential candidate during sophomore year to be admitted into the Program, but the EPP was unable to provide enough academic support to meet the 2.67 overall gpa benchmark.

The EPP supports females in STEM related fields. Throughout the course of study, each secondary education major takes EDU 315 (high school methods) for their first semester of methods and EDU 314 (junior high methods) and a 33X course (methods in their discipline). For the 2023 and 2024 cohorts, the EPP offered sections of EDU 337, Secondary Methods: Science, early during their first semester of methods to help navigate the conflicts for their major. One additional female was in the life science certification pipeline but elected to an informal education pathway. The EPP has designed two independent Directed Studies courses to help support this candidate and keep her in an education related field. The EPP ensures that EDU 335, Secondary Methods: Math, has quality instruction and experiences to foster the candidate's passion for teaching. Currently both EDU 335 and EDU 337 are taught by female instructors.

The EPP would like to further expand the STEM field to include other sciences outside the life science area and will continue to work with the other science departments on campus to ensure that their majors are aware of this option as a career.

## **Support**

Candidate schedule sequences have been adjusted to better allow for multiple lab experiences. The EPP has maintained a great connection to major-area departments to connect around schedule conflicts and accommodations that help to reduce academic pressures. During advising, students are encouraged to pursue fields outside of traditionally established gender norms.

## **Target Area 4: Academic Need**

*Recruitment Goal (at least 1 identified student with an academic need each year)*

### **Recruitment**

Target Area 4 includes students identified as having a particular academic need or barrier as aligned with the following one or more factors:

- Lower Grade Point Average
- Licensure Testing Limitations
- Other Advising Needs
- Outside Work/Commitments

### **Recruitment Efforts**

Students who possess interest and dispositions towards teaching, we do whatever we can to assist them in reaching the goal—all while honoring the standards.

### **Current Data**

Breakdown of GPA broken down by race/ethnicity starting with FY101 group within two phases of a pilot. Phase 1 included greater emphasis on Education as a major, including group advising, etc. occurring in Fall 2021. Phase 2 pilot improvements implemented during Fall 2022. Program Academic Advisors review GPA and set goals/targeted advising along with specific supports. Flagged students are reviewed again after EDU 221, and again at application. The program includes student-specific needs during department meetings unless the nature of the topic is sensitive or if the academic advisor does not have student permission to share under FERPA rules. These occur on a regular basis, but some examples were concerns for four elementary candidates in the last three cohorts about the numbers of hours spent on employment away from campus and academic interventions. Two elementary candidates received interventions with weekly check-ins by a department faculty member to aid with organization and study skills. For one student it was a semester-long project, but the potential candidate was advised to elect another major. The intervention for the second student led into a department case study through their junior and senior years.

Academic advisors review student GPA, academic performance barriers including accommodations, high school performance, outside pressures, and other limitations during regular advising appointments. Regular qualitative anecdotal data is gathered and students are referred to support structures through the academic advisor.

**Table 1: EDU FY Phase 1 & 2 Pilot tracking**

FY Fall 21: Pilot in Phase 1 EDU specific first year group with gpa data					
	N	Enrolled in EDU 221: Mean gpa (range)	WD/Dismiss	Other Major	DPT 1 admission Mean gpa (range)
Overall	20	20 (concurrent enrollment) Mean: 3.1 0.28-4.0	7	2	11/20=55% Mean: 3.53 Range: 3.04-4.0
Disaggregated					
Race/Ethnicity:					
Black-African American	1	1 1.687	1		
Hispanic	1	1 3.174	1		
Asian					
Two or More					
Economic:					
Pell Mean: Range:	2	2 3.31 3.12-3.51			2/2=100%
FWS Mean: Range:	4	4 3.19 2.55-3.6			3/4=75%*
First Generation Mean:	1	1 3.63			1/1=100% 3.63

\*low gpa-academic plan for admittance

Table 2:

EDU Focused Section First Year 101 course Fall 2022: Phase 2 Pilot of EDU specific FY cohort (major and admission to program not yet determined at this time in program)						
	N	Enrolled in EDU 221 Fall	Enrolled in EDU 221- Winter 2023	Total	WD	Fall 2022 gpa mean & range

Overall:	21	11	9	20/21= 95%	1	3.17 & 1.71-4.0
Disaggregated: Race/Ethnicity						
Black- African American	1	1		1/1=100%		2.59
Hispanic	1		1	1/1=100%		3.25
Asian						
Two or More	1	1		1/1=100%		3.79
Economic						
Pell Mean: Range:	8	4	4	8/8=100%		3.06 1.71-3.56
FWS Mean: Range:	9	4	5	9/9=100%		2.96 1.71-3.56
First Generation Mean: Range:	3	-	3	3/3=100%		3.41 3.11-3.56

#### Data Analysis Findings:

The pilot data of the new FY configuration of having a focused EDU FY section does appear this system is effective in recruiting and retaining students interested in education.

Implications: Many of the factors included in academic success goal 4 are ones that appear through various one-to-one meetings between students and faculty/advisors. The advantage of being a small college is that once a need is known, the EPP can move quickly to help rectify a particular need. The EPP piloted new FY formation provides the opportunity for those key relationships to start to form as early as the students first semester on campus.

#### Support

-Supported a sophomore with study skills to meet 2.67 entrance gpa-winter 2021. Worked entire semester with once-a-week meetings.

--Utilized a case study to assist in QAS decision-making.

-Supported diverse case study student with weekly meetings, navigating working too much junior year (over 20 hours a week-led to not having transportation senior year) and study skills.

Did meet 3.0 gpa benchmark senior year. The EPP implemented testing support (working with candidate to prepare for Praxis I test in October 2020). Once the state removed the testing requirement, our EPP did as well and reduced focused remediation efforts. Academic support was provided from all areas-PSY and BIO instructors providing reading accommodations. Reading comprehension difficulties were suspected and support in reading will be offered throughout the upcoming winter term, 2023 to prepare for Praxis II licensing test. The case study student was the only one admitted immediately once the testing requirement was removed.

## **QAS Decisions**

The EPP implemented the following decisions focused on recruitment/retention of Target 4 students as a result of utilizing its QAS:

- Cookies and CASA outreach events in 2020/2021.
- Removal of the Praxis I as an admission requirement to candidacy in December, 2021.
- Add existing College writing rubric as a scoring tool for the admissions essay requirement.
- Specific targeted interventions from an assigned Academic Coach in EDU.
- Formal connection with Hanover College Gladish Learning Center. Established EDU-specific tutors focused on course content, program application process, and decision point process.
- Implement focused advising to students who are under 2.67 starting with the end of their first fall term at Hanover. Students are flagged for review until gpa meets benchmark.
- Expanded the FY 101 section as all-Education interested students starting Fall 2022. The EPP analyzed the pilot recruitment efforts from this model revision and is encouraged at its ability to better track student needs during the pre-candidacy phase.
- With the all-Education FY 101, the program was able to populate EDU 221 early-on with the FY 101 students, so as to develop further affinity towards Education, along with greater degrees of support.
- The EPP plans to expand the size of the FY101 cohort to better capture any student who may include Education as a second choice on their admissions information survey.



## **Final Summary:**

The EPP has met all four of the intended target areas focused on recruitment and support along those diversity categories. Utilizing the QAS, the EPP intends to regularly and systematically assess the progress in these areas annually. The EPP is focused on active support and retention efforts specific to candidates within our target areas. The EPP regularly collaborates with college offices that impact our target areas. Given the EPP's personnel is limited, it is imperative that strong collaboration occur with other offices. You will find greater depth around the College's outline of equity and inclusion efforts that pertain to the institutional strategic plan below.

## **Additional Notes:**

### **LGBTQ+**

The EPP does not specifically ask prospective or existing candidates to report LGBTQ+ association but does generally provide statements of support within one-on-one confidential advising conversations and directs individuals to appropriate established resources including the LGBTQ+ Center as appropriate. Additionally, the EPP displays allyship in posters indicating safe spaces and safe personnel for which to connect. The EPP has also adjusted processes to include a non-binary honorific to their teacher candidate name badges.

### **International Students**

The EPP is open to international students and has had one in the past 5 years. The Office of International Student Services is available to assist.

### **A History of Diversity at Hanover College**

(Hanover College's A Place to Belong outline document)

The history of equity and diversity at Hanover is complex and not always proud. In 1823, John Finley Crowe described Hanover, Indiana, as "the land of civil and religious liberty." Crowe had just fled Kentucky, where his work as an anti-slavery preacher and publisher had caused his friends and neighbors to turn against him. On the northern bank of the Ohio, Crowe believed he would be free to educate both whites and Blacks for the ministry and to help erase the "foul stain" of slavery from the world. The Preparatory Department at Hanover Academy took a step toward realizing this dream in 1832 when it admitted Benjamin Templeton, a free Black man

who came to Indiana after he was driven out of a less progressive Ohio college, and who went on to serve as a minister in Pittsburgh and Philadelphia.

Crowe's record on slavery, however, is less honorable than appears at first glance. He favored the repatriation of African Americans to Liberia rather than their full citizenship. And by 1836, the College's voice for racial justice had gone silent. In the face of financial strain and fears that Southern students would leave in protest of abolitionist rhetoric, Crowe and the College's trustees banned any discussion of slavery on the Hanover campus. The decision mirrored a similar prohibition in the U.S. Congress, but silenced debate at a time when it was needed most. Templeton left campus that year without finishing his studies and without ever actually being officially enrolled in the college. In 1857, the College turned away Moses Broiles and voted to return a scholarship earmarked for him and other Black students.

While Hanover welcomed other diverse elements to campus – opening to women starting in 1880 and hosting international students starting in the early 20th century – it would be 112 years before Hanover admitted another American student of color. Alma Gene Prince arrived in 1948, long after most other Indiana colleges began enrolling Black students. She was welcomed by many faculty and students, who strongly supported desegregation of the College, but at the trustee level, some worked behind the scenes to discourage her attendance. Several board members opposed Prince's presence and discussed helping her to “move along to another school.” Prince graduated in 1951 with the help of Katharine Parker and other supporters, and in 1952 the Board of Trustees voted officially to remove any remaining barriers to African American admission to the College.

Change, however, came slowly. A 1954 survey of racial attitudes in the Triangle found that the vast majority of Hanoverians said they were ready to live and learn with Black students. In the 1960s, students worked to start a local chapter of the NAACP and participated in the Selma to Montgomery March. The innovative Hanover Plan, which created Spring Term, also added the requirement that all juniors take one course each in World Literature and Non-Western Studies.

The 1962-63 Hanover College Catalog reads, “Education must liberate men from dislike of each other based on ignorance of different cultural patterns and prejudices against them. It is essential today that Western nations study other cultures.” However, at a 1969 group interview conducted by the student newspaper, Hanover's 13 African American students reported that the College's acceptance and understanding were conditional at best. Anyone who did not conform to white expectations or expressed strong opinions faced administrative censure or social isolation. White students were naïve about the Black experience, and the African Americans said they felt like tokens, there only to help educate the majority. They also bemoaned the lack of Black faculty role models who could help navigate or mitigate the experience. “It seems like to come here, you have to pay the price to be part of the system,” one student said (“Hanover: Negroes are here really as tokens”).

The Fall of 1969 saw the arrival of Anwarul and Mythili Haq. A sociologist, Mythili had received her Ph.D. from the University of Bombay in 1959, a time in which few women were awarded advanced degrees anywhere on the globe. The Haqs used the newly created Spring Term to take students to India, Afghanistan, and Hawaii. A scholar of Asian Studies, Anwarul

helped found Hanover's Cross-Cultural Studies major in 1973 and, as the primary instructor of the Nonwestern Studies requirement, helped shape the worldview of generations of Hanover students. After the Haqs' deaths in the early 1990s, gifts from their family and the Haq estate helped develop the multi-cultural center that now bears their name.

By 1993, there were 55 international and BIPOC students on Hanover's campus, comprising 5.3 percent of the student body. While residence halls and classrooms appeared slightly more diverse, they still did not match the U.S. population as a whole. The College "seems to be progressing" toward inclusion, one Triangle editor wrote, despite continuing "cross-cultural ineptitude." That year, the campus Multi-Cultural Center, the Chaplain's Office, and Student Life sponsored a series of workshops called "Disunity to Community." Conducted by the Indiana Interreligious Commission on Human Equality, the workshops featured interactive sessions designed to promote cultural awareness and develop skills for cross-cultural communication. That year, Black students founded the group Positive Image to reach across racial boundaries and decrease prejudice, but then pulled their women's intramural team out of competition because of tensions over football. The only Black team in the league had been accused of rough play and violating the rules. The Positive Image women said the real problem was the lack of multi-cultural understanding.

As the 20th century ended, LGBTQ+ students and their allies also began to advocate for acceptance. Two same-sex seniors were crowned members of the Fall 1997 Homecoming court, but most LGBTQ+ students on campus were deeply closeted. Harassment was common and pervasive. A student approached President Russell Nichols that year with a request to start a group for gay and lesbian students. Nichols deemed the campus "unready" for an official PFLAG organization but agreed to a group advocating diversity – including sexual orientation.

Love Out Loud quickly made its real intentions clear, sponsoring the annual National Freedom to Marry Day, a week-long installation of the National AIDS quilt in Lynn Gym, and the College's first-ever drag performance. Ten years later, LOL celebrated its first decade by hoisting a rainbow flag in the tailgate lot and sponsoring its own tent at Homecoming.

Despite a number of initiatives, Hanover continued to struggle in the early 2000s to effectively recruit, support, and retain students from diverse racial, ethnic, and national backgrounds. In 2001-2003, the Haq Center and Student Life partnered with Central High School in Louisville to host summer programs for economically disadvantaged and BIPOC students and to send faculty to the Louisville school for lectures and workshops.

In 2011, however, Hanover recalled its roots and found a path forward, launching a scholarship program named after its first Black student and aimed at recruiting and retaining undergraduates with a commitment to social justice and campus change. The Benjamin Templeton Scholarship offers full tuition to 10 first-year students per year based on their strong academic backgrounds and work in high school to build bridges among socially, economically, and racially diverse groups.

President Sue DeWine inaugurated the Templeton Scholarship and authorized the creation of Hanover's first Disability Services program. Until that time, there was no coordinated effort to 5

provide accommodation for students with physical or learning differences. Eight students received DS accommodations that fall. During the 2010s, concerned members of the College community also launched the Community Alliance and Resource Team (previously known as the “Bias Incident Response Team” [BIRT]), a group of faculty and staff from all branches of the College who serve as allies to support those who have experienced bias incidents and who work to provide education and training to faculty, staff, and students.

Throughout its history, Hanover also has made it a priority to educate first-generation college students. John Finley Crowe established the college to educate the young men of the frontier for the ministry. Today, 22 percent of students identify as first-generation and 34 percent are Pell Grant recipients, coming from families earning less than \$50,000 per year.

Both DeWine and current President Lake Lambert have made diversity and inclusion pillars of their strategic plans as well as their aspirational goals. Hanover should be a place where all are welcome and feel at home.

In the last 10 years, there have been some notable successes:

- African American student enrollment tripled from 12 to 36 between 2008 and 2010, and since then African American enrollment has averaged 51, though that number dipped to 46 in Fall 2020.
- In Fall 2020, more than 160 international and BIPOC students live and learn here, making up 15.7 percent of the student body.
- Thanks to student initiatives, student groups on campus now include Black Student Union, Sister-2-Sister, the drag group Hanover Queens and Kings, and the Latinx Student Union, as well as long-standing organizations like Kaleidoscope (formerly Positive Image), Love Out Loud and the International Club.
- The College hosts a LGBTQ+ Center in Lynn Hall as well as the Haq Multi-Cultural Center in the J. Graham Brown Campus Center.
- In classrooms and residence halls, the College meets the accessibility needs of more than 150 students per year.
- In 2019, students, faculty, and staff sporting “I’m First!” buttons gathered in the Campus Center lobby to celebrate Hanover’s inaugural first-generation student day.
- In 2019, the Art and Design Department, along with the Office of Multicultural Affairs, International Club and Kaleidoscope, hosted a celebration of Diné (a Native American tribe most commonly known as “Navajo”) culture. Family members of a current Diné student came from the Navajo Nation and shared several of their traditions, such as music, prayers, jewelry, and philosophies about nature, with our campus community.

- In 2020, Templeton Scholars established the Rainbow Supply Closet and Fund to assist students in accessing gender-affirming items.

At the same time, this progress falls short of the goals set forth by President Lambert in the Hanover 2020 Clear Vision Strategic Plan. A series of focus groups found that students of color still echo some of the same concerns voiced by the 13 interviewed by the Triangle in 1969. While many students say they have found a home here and the campus appears more diverse, sometimes appearance does not equal reality. Microaggressions continue to be a problem, and the campus continues to need multicultural education.

While Hanover has made strides in hiring more international faculty and those from the LGBTQ+ community, focus group participants noted that the College currently has no African American faculty.

Beyond the Point, America itself continues to struggle to make everyone feel welcome. National politics has turned rancorous, and bias incidents are on the upswing. Hanover students have often encountered bias, both implicit and explicit, in the surrounding community. Ku Klux Klan rallies have occurred in Jefferson County, Indiana for the last four years. Hanover is committed to working with community leaders to address bias incidents off campus as well as those that happen on its 650 acres.

As Hanover looks ahead to its third century, it cannot forget the past. Our work is far from done. The College must remember both its successes and its failures and use the lessons learned to meet the long-term needs of an increasingly diverse world. The 2020 Equity and Diversity Plan contains long-standing goals, and yet has a short enough timeframe to ensure we remain engaged and focused on our continuing mission. In developing plans for improvement, the College will solicit guidance from all members of the campus community, paying attention to campus members who are most impacted by these accommodations. This commitment aligns with our Hanover College Principles:

*As members of the Hanover College community, we will make decisions in conversations with those who will be most affected by them, we will seek the greatest amount of relevant input possible to our decision-making, and to the extent possible, we will encourage decision-making on rules and procedures by those who will be most affected by them.*

We set these goals to hold ourselves accountable for becoming the place we have always wanted to be: A place to belong for everyone

### **Hanover College Diversity Recruitment Goals**

For more than 50 years, Hanover has sought to recruit a more diverse student body, but its record in recruitment has been uneven, broad support for those students has not always been present, and the rates of success (seen most notably in rates of retention and graduation) have never met the rates for all students. While increased recruitment can build cohorts that reduce a sense of isolation, as the College moves forward, the focus cannot be exclusively on student recruitment.

It must be primarily on support and success. We must demonstrate that the College is a good place for all students by the self-described experience of those students and by the success of those students at Hanover and as alumni serving in the broader world.

### ***Current Initiatives:***

#### **Changes in Academic Support for BIPOC Students**

The College is committed to providing academic and social support to all students, with a particular focus on academic advising for BIPOC students. In 2018, the college redefined the position of Associate Director of Multicultural Affairs to include academic support and success of BIPOC students, making this campus official a secondary advisor to all underserved students. Students may opt out of this advising relationship, but its otherwise automatic enactment recognizes that academic success of underserved students often involves more than the classroom. The new advising role also complements the Associate Director's membership on the Early Alert Team (EAT) and as international student advisor, responsible for providing specialized student support, immigration advising services, new student orientation, and serving as a DSO (Designated School Official) in the maintenance of the Student and Exchange Visitor Information System (SEVIS). Opportunities to improve this relationship include greater communication among the Office of Multicultural Affairs, faculty advisors, and EAT, and increased training for academic advising across the College.

In addition to support from the Associate Director of Multicultural Affairs, the Gladish Center for Teaching and Learning and Associate Provost of Student Success collaborate with campus EAT representatives to provide intentional support services based on academic needs of individual students. The EAT team monitors academic concerns and provides a range of services and resources for student academic success.

#### **Working to Charter a Historically Black Greek Letter Organization**

Greek life is an important part of the Hanover experience for many students (55% of men and 45% of women). The benefits of the organizations impact student life in college and afterward, including higher GPAs and rates of retention. Historically Black Greek letter organizations have become an increasing interest of African American students at the College, especially with Black women. The College is actively supporting efforts to recruit a new sorority to campus and has invited two national organizations to consider Hanover College for a new chapter.

#### **Student Training on Microaggressions**

In Fall of 2018, the Office of Student Life launched an in-person training program on microaggression for resident advisors, and this is now being expanded to all paid student leadership positions (e.g., peer advisors and I-Pals), leaders of student organizations and athletic team captains. This training directly touches more than 100 student leaders. Topics of the training include cultural competency, privilege, types of microaggressions, the differences between micro-aggressions and macro-aggressions, and resources for students who wish to report bias incidents. While the actual training is scheduled at the start of each school year, student leaders in each of these groups can request additional training for their teams if they feel

additional training or information is necessary based on matters, they have addressed in their leadership roles on campus. Additional training for students will be offered each academic year.

### **Bias Reporting**

The Community Alliance and Resource Team (CART) continues to offer support for all students who experience discrimination or bias. Two changes in CART have been enacted in 2020-2021 to better align with our institutional priorities. CART now openly reports bias-related incidents to the entire campus community on My Hanover. Further, the reporting features of bias events includes three options for reporters: an incident report, which allows victims of bias to report incidents; an advocate report, which allows reports on witnessed events where the reporter may be a witness but not the victim; and an anonymous reporting feature.

### **Established a New Student Mentoring Program for Underrepresented Students**

Modeled after the successful I-Pals program for new international students, in Fall 2020 the Office of Multicultural Affairs established a mentoring program for new students from underrepresented racial and ethnic groups. The goal of the program is to establish relationships with upper-class students, supporting student adjustment and success at Hanover. In its first year 9 new students are participating in the program.

### **Established Gender-Neutral Housing**

At the request of students, Residence Life now provides gender-neutral housing options, in addition to its traditional binary-gendered housing. This affords students more choices based on their gender identity and can create safe spaces for living and learning. This space currently has the capacity to house 28 students and has the potential to be expanded further as needed. The College is now studying options for gender neutral housing in first-year residence halls.

### **Collected Retention and Graduation Data**

For many years, the College has tracked the retention and graduation rates of many underrepresented students. Data collection has primarily focused on African American, Latinx, Asian, Native-American, first-generation, individuals with disabilities, and low-income (identified via Pell Grant eligibility) students. These data have been regularly used to measure the success of the College's equity and inclusion efforts, but it needs to be expanded to include international students, LGBTQ+ students, neurodiversity, among others. Even more, this information needs to be regularly communicated to trustees, faculty, and staff as an important measure of success. It matters little if a student can be recruited to come to Hanover if the College does not provide the support, policies, procedures, and people to ensure the student's success, graduation, and post-graduate outcomes.

### **Completing a Review of the Templeton Scholars Program**

The Benjamin Templeton Scholars Program is the College's social justice honors program and includes 40-45 students every year. These students play an important role in making Hanover a

more welcoming and inclusive environment as they serve as advocates for underrepresented groups among students, faculty, and staff. The Office of Student Life is now completing a 17 comprehensive program review in collaboration with alumni partners on the Benjamin Templeton Scholars Alumni Advisory Board to ensure its ongoing success. This process will take place through the 2020-2021 academic year. The review will involve the articulation of a clear purpose statement for the program to inform learning outcomes, improved systems of accountability, and adjustments to the sequencing of program elements. The program's qualifications and membership inclusion criteria will be clearly stated to include all students from diverse backgrounds whose interests align with the mission of the BTS program. To ensure diverse applicant pools in program membership, the Templeton Scholars program and scholarship will be promoted widely, with particular attention to underserved populations. These strategies should identify pathways that make the selection process more equitable for all candidates, including low income and international students. These program adjustments will improve the quality of scholar-led projects designed to improve services and spread awareness of social justice, diversity and human rights issues among the campus and local community.

### ***Key Next Steps***

#### **Implement Gender-Neutral Language in College Publications and Communications**

Language that emphasizes binary gender identity is an important issue for many students and employees because it implies outsider status to those who self-identify outside traditional, binary genders. Effective immediately, in official publications, website, social media, and announcements the College will implement gender-neutral language whenever possible — for instance, replacing “freshmen” with “first-year.” Additional steps are needed to identify and correct instances where gendered titles and dead names are used in official correspondence. In some cases, this may not be immediately possible (e.g., “women’s basketball” or “alumnus”), but the College is committed to being more hospitable in its descriptive language and pronouns describing students, employees, and alumni.

#### **Provide Professional Development on Supporting Underrepresented Students**

Hanover College employees are committed to the success of all students but may not recognize the distinctive needs of underrepresented students. Building on the good will and student-centered focus of employees to ensure the success of BIPOC, first generation, LGBTQ+, international, neurologically diverse, individuals with disabilities, and low-income students as well as issues in intersectionality will require significant investments in professional development, as well as significant investments of time by all employees. Beginning in September 2020, the College will add mandatory online module training and an in-person exercise for all employees. The online training, offered through Safe Colleges, includes “Diversity and Inclusion” and “Implicit Bias & Microaggression Awareness.” Additional training focused on privilege will be conducted during departmental meetings by the Office of Human Resources in conjunction with Student Life/Office of Multicultural Affairs. The Office of Human Resources will work with each department to select a date/time for the exercise to occur, meeting with all departments no later May 31, 2022. A regular schedule of training will also be implemented. Staff supervisors and the Faculty Evaluation Committee will also expect all



employees to include plans for professional development in the area of equity and inclusion as part of existing requirements for professional development plans and reporting.

### **Encourage Additional International Engagement for Campus Community**

At the same time as it supports students' cross-cultural learning and engagement, the College will increase its efforts to enhance international dimensions of the curriculum and our campus culture. By bringing international speakers and visiting professors to campus, the College can offer unusual, diverse, and far-reaching learning opportunities. Such endeavors will help the College integrate diversity, equity, inclusion, and justice more thoroughly into the lives and experiences of its students and community members. The Director of Study Abroad and Scholarships is renewing her advocacy for proceeding with applications to the Fulbright's three flagship programs for scholars and teachers: the Outreach Lecturer Fund, the Foreign Language Teaching Assistantship, and the Scholar in Residence Programs. We will explore additional programs to generate further opportunities to hear from and host scholars from diverse cultures.

### **Create Specific Development for Faculty**

Because of the role of faculty in cultivating the intellectual development of students and their unique responsibility for facilitating this development in the classroom, additional professional development is needed. The classroom is a special place for all students to explore new, controversial, and challenging ideas. Careful facilitation of this dynamic environment is at the heart of the Hanover mission to be both challenging and supportive, and faculty require special skills to do both successfully. It is unacceptable for faculty to ignore important questions about race, gender, sexuality, class, culture, disability, and their relationship to the academic disciplines, but it is equally unacceptable for faculty to allow engagement that silences, humiliates, or disparages students and/or propagates stereotypes and bias. Under the direction of the Provost and beginning no later than Summer 2021, the College will develop and implement regular, face-to-face, and required development programs for all faculty.

### **Privilege Federal Work-Study Eligible Students in Campus Employment**

Students from low-income families are often designated through the financial aid process as eligible for Federal work-study, but this is no guarantee that these students will be able to find campus employment. Since 2016, fewer than half of Federal work-study eligible students have worked on campus. Many colleges and universities "privilege" work-study students through their hiring and budgeting process. By Fall 2021, Hanover will adopt new policies and procedures to ensure that 90% of Federal work-study eligible students are employed on campus.

### **Identified New Spaces for the Haq Center and the LGBTQ+ Center**

Student leaders have asked the College to identify new spaces for both the Haq Center and the LGBTQ+ Center. New, larger, more easily identified spaces for gatherings and meetings affirm the College's commitment to serving underrepresented students and the college community's excitement about a growing student population. A new location for the LGBTQ+ Center has

been identified; a portion of the Haq Center has been moved to the recently renovated and centrally located former Alumni Lounge.

### **Increase Diversity in Paid Student Leadership Positions**

In the same way that greater attention is needed in recruiting underrepresented faculty and staff, the College must ensure that underrepresented students are encouraged to seek and are hired for paid student leadership positions (e.g., RAs, PAs, Learning Center Tutors). These student leaders play an important role in the success of students, and it is vital that students see the full diversity of campus in these key positions. By Fall 2021, the College will begin tracking applicant pools and hiring of underrepresented students for these positions, and the College will develop new procedures to advertise and recruit students to seek these roles.

### **Develop Facility Accommodation Priorities**

The College is not easily accessible for students or employees with limited mobility disabilities. In many cases, this is the result of the age of facilities, and accessibility problems are clear with existing sidewalks, parking, lack of ramp access and elevators in several buildings. While the College has sought to provide all-gender restrooms in most buildings, a comprehensive review of restroom facilities is necessary to determine how to be more hospitable to all students and employees. The College completed a study of building accessibility and develop facility accommodation priorities in 2020-2021 as part of its master plan, incorporating it into its long-term facilities plan.

### **Develop an Assessment Plan for Disability Accommodations**

The College offers many accommodations for individuals with disabilities and is required to do so by Federal law. However, there is not a comprehensive list of the accommodations offered nor is there a regular cycle for their assessment to determine the College's conformity with current law and best practices. In 2021-2022, the College reviewed the best practices for disability accommodations, identify areas requiring immediate action, and develop a regular plan for the assessment of all accommodations across the College.

### **Strengthen Support Services for Students with Accessibility Accommodations**

At the same time, the College will identify and provide needed information and training for faculty and staff regarding neurodiversity, mental health issues, temporary disabilities, chronic and physical disabilities, and other accessibility challenges. The College will develop a more robust and inter-connected support system in order to strengthen these students' learning and experiential outcomes. This would ideally include expanding the scope and variety of accessibility services as well as establishing a more integrated communication network among the offices involved. In developing further plans for improvement, the College will solicit guidance from all members of the campus community, paying attention to campus members who are most impacted by these accommodations.

## **Respond Quickly and Publicly to Discriminatory Actions and Violations of Community Standards**

Actions, behaviors, and comments that seek to discriminate, intimidate, or otherwise violate Hanover College Principles must be rapidly addressed. For faculty and staff, that requires responses by supervisors and peers, and for students that requires responses by the Office of Student Life. In some cases, the sources of graffiti or other actions may be unknown. Although employee and student disciplinary action are confidential, the College will immediately develop procedures and practices to communicate with the entire community about acts of bias, slurs, and injustice. The failure to communicate implies – whether correct or not – a failure to acknowledge, condemn and respond. This active response began in Fall 2020.

## **Availability and Communication of Resources**

By Winter 2021, the College will offer a robust, comprehensive website of resources and opportunities related to diversity, equity, accommodations, and multicultural education. This will be publicly available for current students and employees as well as alumni, members of the community and prospective students. The College will also develop a communication plan for how information about current and emerging resources are advertised to stakeholders.

## **Clear and Decisive Action on International Student Support**

For the last 30 years, through the work of several committees and reports on the issue of enhancing cultural diversity, Hanover College has identified immediate and pressing needs of international students but few of the recommendations have been acted upon and essential needs remain unmet. Student focus groups have consistently revealed over time that there is an urgent need for greater action and support of international students who often experience the campus atmosphere as unwelcoming and unsupportive. International students' needs are pressing because they involve legal matters. Lack of information and resources can lead to visa violations, which can result in deportation. To support international students, guarantee their wellbeing, and increase retention rates, Hanover College will create a new position with responsibilities including, but not limited to: supporting international students with appropriate instruction on how to maintain their visa status, work in the United States, filing taxes, and applying for CPT and OPT; arranging transportation to and from campus, and arranging adequate insurance coverage and transportation to receive medical assistance when needed. 22 International students deserve to feel safe while away from their home countries and by creating this new position, Hanover would be more adequately taking care of the legal and personal needs of international students.

## **Develop Professional and Holistic Support for Students with Different Immigration Status**

Due to the increasing number of students carrying different immigration statuses (including, but not limited to, undocumented, Dreamer, DACA, first generation immigrant, and students recently obtaining residency or citizenship in the US), it is imperative that the College more explicitly and pro-actively support these students and their families. These students are not

supported by established structures and thus often get overlooked and underserved. Challenges for these students start with the availability and obtainability of documentation. They do not have access to the privileges or resources other students can take for granted; thus, necessary accommodations must be made to support these students financially, socially, and academically. The strategic and logical place to develop resources would be in offices which create first points of contact with prospective students and families. In addition, resources should be maintained in offices that oversee current students under different immigration statuses to provide equitable information regarding all immigration types. It is crucial that the College develops professional mindfulness regarding issues related to FERPA and immigration status when it comes to advising and working with these students. It is also crucial that the College educates stakeholders, such as advisors, offices, and leadership, on the different legal and institutional resources for which each immigration status qualifies.