

COLLEGE *of* CHARLESTON



Diversity Strategic Plan

Board of Trustees

April 20, 2012

OVERVIEW

After more than a year of work and consultation with the College of Charleston's many constituencies, the College is ready to launch its first-ever Diversity Strategic Plan.

This document summarizes the College's current reality as it relates to diversity and describes possible solutions to the College's diversity challenges. The solutions take the form of seven specific goals and a number of tactics associated with those goals. The Diversity Strategic Plan also includes examples of the benchmarks to be used in assessing the effectiveness of the plan. The benchmarks should be met or exceeded by the conclusion of the five-year plan period.

The initial development of the College's Diversity Strategic Plan was the responsibility of the President's Commission on Diversity, Access, Equity, and Inclusion. The constitution and work of the Commission is explained in this overview, along with the justification for a Diversity Strategic Plan at the College of Charleston.

DIVERSITY AND THE COLLEGE'S CURRENT REALITY

Everyone recognizes the value and moral imperative of diversity. The Board of Trustees, for example, affirmed our institutional commitment to diversity when it adopted the College's ten-year Strategic Plan in October 2009.

Over the past 50 years, the College has made significant and important progress in becoming a more diverse institution. The visionary leadership of our administrators, faculty, staff, students, and community members has contributed to the progress we already have made.

Nevertheless, the College of Charleston still is not as diverse as it ought to be. For example, the College lags behind several South Carolina public institutions in minority student enrollment.¹ As stated in the College's Strategic Plan, the College's student body "remains overwhelmingly white, female, middle class, and traditionally aged." Further, many of our neighbors believe the College has more to do before the relationship between the institution and its external minority communities improves.

As President Benson stated in his e-newsletter of Spring 2010, "the College is not where it needs to be with respect to diversity. In fact, we're not even close. We cannot become a university of national and international distinction without a serious, focused effort to improve in this area."

In recent years, the College has made enormous strides in professionalizing all of its operations. Attitudes have changed and are continuing to change. There are real signs that we are moving forward as a community. Acting together, as a community, we will move the College forward so that it can assume its place as a preeminent and diverse community of scholars.

¹ See "Seeking Diversity: College of Charleston says it is trying to assess where school is today, and where it is going," *The Post and Courier*, February 17, 2010. Enrollment data for South Carolina public universities are available at the Commission on Higher Education website. All enrollment data used in this report are taken from this site. See http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm. Some student enrollment data for the College are available in Appendix C.

Other historically and predominantly white colleges in America, especially in the South, share the challenges of the College. The good news is that, in light of the research validating the enormous benefits of diversity and the indisputable fast-changing face of American multicultural demographics,² some of these institutions have come to recognize and understand that diversity can no longer be treated as peripheral, but as one of the critical and essential tools for achieving inclusive institutional excellence. Consequently, the leaders of many predominantly white institutions, where diversity was previously either absent or lagging, now are taking the necessary steps to achieve an all-inclusive diversity on their campuses – and their efforts are producing positive and enviable results. Examples of these institutions include but are not limited to Penn State University, Brown University, Dartmouth College, University of Michigan (System-wide), University of Massachusetts, Wilkes University, Texas Tech University, University of Minnesota (System-wide), University of Wisconsin (System-wide), Louisiana State University, Auburn University, Carnegie Mellon University, Virginia Commonwealth University, University of Virginia, Ohio University, Ohio State University, Colgate University, and Grinnell College.

The College of Charleston is very capable of achieving the same results. Yet, as President Benson has often observed, the diversity challenges facing the College are significant; they were not created overnight, and they will not be solved overnight.

² On the increasing racial and ethnic diversity of the United States, see, e.g., Jennifer Lee and Frank D. Bean, "America's Changing Color Lines: Immigration, Race/ethnicity, and Multiracial Identification," *Annual Review of Sociology* 30 (2004): 221-242.

FINDING SOLUTIONS

In response to the diversity commitments outlined in the College of Charleston Strategic Plan, the President's Commission on Diversity, Access, Equity, and Inclusion was created in September 2010. At the direction of President Benson, and with input from key campus and community constituencies, the Commission spent over a year developing a five-year Diversity Strategic Plan. The President and members of the College's executive team were instrumental in refining the Diversity Strategic Plan, as it was presented to the College's Board of Trustees.

The plan consists of seven (7) separate but interconnected goals, each of which is supported by one or more tactics indicating how those goals might be achieved. The Diversity Strategic Plan elaborates on and more fully develops multiple strategies and tactics described in the College's Strategic Plan, which explains the College's envisioned future as a leading liberal arts and sciences university. The plan also describes examples of the benchmarks we will devise and expect to meet or exceed by the conclusion of the five-year plan period.

Appendix A of the Diversity Strategic Plan supplies some creative approaches and diversity initiatives taken, with success, by other institutions. These approaches might be considered for use at the College of Charleston. While we should be mindful of the fact that every institution is different, we are not committed to traditional approaches that experience has proven to be of marginal value.

This Diversity Strategic Plan is neither a perfect document nor a panacea for solving all of the College's diversity challenges. It is a working tool. Like any tool, its usefulness and effectiveness largely depends on how well it is applied. It requires:

- strong and sustained institutional commitment throughout the duration of the plan, especially on the part of the central administration.

- strong and sustained financial resources to implement the specific initiatives contained in the plan.

- institutional will, courage, and boldness to take difficult, sometimes unpopular, but necessary actions.

- a sustained culture of collective institutional responsibility.

Diversity work is hard. It requires energy, time, and commitment from students, staff, and faculty who have other, full-time work to do. Nevertheless, the commitment to completing this work must be made, given its importance.

THE COMMISSION'S WORK AND METHOD

The President's Commission on Diversity, Access, Equity, and Inclusion began its work on the Diversity Strategic Plan in 2010. President Benson's immediate assignment for the Commission was to develop a long-term, comprehensive Diversity Strategic Plan to serve as a blueprint for implementing the institutional diversity goals outlined in the College of Charleston's Strategic Plan, as approved by the Board of Trustees in October 2009. The names of those serving on the Commission are listed at the end of this document.

The Commission constituted itself into six committees: (1) Minority and International Student Access, Recruitment, Retention, and Academic Success; (2) Minority Faculty Access, Recruitment, Retention, and Advancement; (3) Minority Staff Access, Recruitment, Retention, and Advancement; (4) Campus Diversity Climate and Inclusion; (5) Diversity Community Outreach; and (6) Gender Issues. The Commission, along with its committees, met monthly (except for the summer) during the 2010-2011 academic year.

The Commission carefully reviewed and analyzed existing information on diversity at the College, conducted focus groups, and solicited additional relevant information from various offices and individuals who are either aware of or had contributed to efforts to improve diversity at the College. The Commission also received from the Office of Institutional Diversity the summary of all the feedback received from students, faculty, and staff during the various informational diversity town hall meetings held in Spring 2010. In addition, the Commission collected and reviewed diversity strategic plans from various institutions throughout the country with well-established institutional diversity programs.

The initial draft of the College's Diversity Strategic Plan was presented to several key campus constituencies for their review and feedback, including the Faculty Senate, Provost's Academic Council, Student Government Association (SGA), and the Athletic Department. Many departments, individual faculty, staff, and students responded to the draft. All suggested changes were carefully discussed and analyzed by the Commission, which revised the draft when appropriate. President Benson and the Commission also solicited input from the President's Community Advisory Board (PCAB) in December 2011. The plan was revised again in response to that body's advice.

Should the Board of Trustees approve the Diversity Strategic Plan, the co-directors of the Commission will be part of a Commission steering committee charged each year to review progress, make recommendations on continuing tactics and priorities, foster the close alignment of the Diversity Strategic Plan with the College's Strategy Plan and future annual action plans, and offer new perspectives as they emerge. This steering committee will work in close collaboration with the President and the College's executive team.

Beginning in 2013, the President will provide an annual report to the Board on the progress made to implement the Diversity Strategic Plan, especially as that progress relates to development of the College's annual action plans. The Board's decision to fund part or all of any annual action plan, including those tactics linked to the Diversity Strategic Plan, will be made annually and will be based on the Board's consideration of all budget priorities and the projected income and expenses of the College for the relevant fiscal year. Of course, the Board of Trustees may accept or reject all or part of any annual action plan, including those elements associated with the Diversity Strategic Plan, consistent with the available resources and other budget priorities of the College.

GOALS, TACTICS, AND ANNUAL ACTION PLANS

The seven goals of the Diversity Strategic Plan are listed in the next section. These goals must be implemented in order to meet the diversity commitments described in the College's Strategic Plan. In addition, these goals are tied to the benchmarks that will be developed to judge the success of the Diversity Strategic Plan, some of which are described elsewhere in this plan.

To assist the reader in understanding the seven goals, definitions of key terms are provided in Appendix B.

The seven goals are not listed in rank order. However, following each goal is a ranked list of tactics. Each tactic indicates how some part of that goal might be achieved. More specifically, each tactic guides the development of one or more specific, measurable actions. The tactics are ranked in order of their importance for achieving the plan's goals and, thus, the College's envisioned future. Included in this listing are *immediate tactics*, which will receive the earliest attention following approval of the Diversity Strategic Plan, and *continuing tactics*, which should guide subsequent actions over the life of the Diversity Strategic Plan.

For those immediate tactics that will be used or initiated in the first year of the Diversity Strategic Plan, the College's annual action plan for the 2012-2013 fiscal year will include one or more actions associated with each tactic, along with the estimated cost associated with each action and the expected measurable outcomes associated with the action. To illustrate the possibilities for the development of actions linked to the Diversity Strategic Plan, some examples of specific diversity programs are included in Appendix A.

The College's circumstances will change over time, and the Diversity Strategic Plan may be revised periodically in response to our changed circumstances. The plan will be reviewed on an annual basis to determine whether or not revisions are required.

THE GOALS AND TACTICS

This section lists the seven goals of the Diversity Strategic Plan, along with the tactics associated with each goal.

Under each goal, the tactics for that goal are listed in rank order. While all the tactics listed should be considered carefully, the immediate tactics are designed for implementation early in the life of the plan, contingent on the availability of the required resources.

Provided below is a brief listing of the seven goals. Each goal then is listed separately, along with its associated tactics.

IN BRIEF: THE SEVEN GOALS

GOAL 1: recruit, retain and graduate greater numbers of qualified minority, first generation and international students.

GOAL 2: recruit and retain greater numbers of women and minorities into faculty, staff and administrative positions (including deans, chairs, and vice presidents).

GOAL 3: create a supportive environment that is diverse, inclusive, and welcoming to all.

GOAL 4: infuse diversity into the curriculum.

GOAL 5: collect and organize data to create data bases in order to systematically and effectively assess progress and align or re-align programs to achieve diversity goals.

GOAL 6: develop a financial plan for funding diversity initiatives in the diversity strategic plan.

GOAL 7: produce and disseminate an annual report on the status of diversity at the college of charleston.

GOAL 1

RECRUIT, RETAIN AND GRADUATE GREATER NUMBERS OF QUALIFIED MINORITY, FIRST GENERATION AND INTERNATIONAL STUDENTS.

Immediate tactics

Rank/priority *Tactic*

- | | |
|---|---|
| 1 | Fund scholarships in support of recruiting and retaining a more diverse student body. |
| 2 | Improve and expand pre-college programs, such as senior project. |
| 3 | Create an international residence house or an international residence floor in an existing residence hall. |
| 4 | With coordination involving all appropriate campus offices, continue to improve marketing of the college to minorities. |

Continuing tactics

- | | |
|---|---|
| 5 | Research and establish best practices for assisting first-year students from underrepresented groups who are not academically prepared for entry-level course offerings, especially in the areas of math and foreign languages. |
| 6 | Create a columbia-area-based, full-time salaried assistant director of admissions primarily for minority recruitment. |
| 7 | Establish a comprehensive culturally conducive academic support program for minority students, including the expansion of existing tutorial and mentoring services for minority students in biology, chemistry, mathematics, and languages. |

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- 8 Index all current and future diversity scholarships to any increase in tuition.
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- 9 Establish, foster, and maintain an educational and social environment conducive to student learning, academic achievement, social interaction, and connectedness that fosters retention and persistence through graduation.
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- 10 Develop effective communication strategies to increase the yield of minority student enrollees from our pools of accepted applications.
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- 11 Reassess the use of mathematics and language placement examinations and make recommendations so that such exams do not have undesired effects with respect to the placement of students from underrepresented groups.
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- 12 Develop formal mechanisms for involving faculty in the recruitment process for underrepresented students.
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- 13 Expand the current school of languages, cultures and world affairs' world cultures fair to an "international festival of world cultures" (or a similar event) to promote diverse cultures at the college of charleston.
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- 14 Develop and implement a recruitment marketing plan for attracting significant numbers of regular degree-seeking international students to the college.
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- 15 Develop a village mentoring program.
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- 16 Develop formal minority recruitment traditional bridge programs in collaboration with local school guidance counselors.
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- 17 Develop community workshops to familiarize the parents of high school students with college prep opportunities and the process of applying for college.
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- 18 Create enhanced institutionalized mechanisms for following up with applicants from underrepresented groups at all stages of application process, from initial interest to commitment.
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- 19 Assure that all recruitment and marketing materials intentionally include appropriate diversity representation.
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- 20 Create and expand existing programs that facilitate the transition of students from high school to college, including but not limited to the transition to the first year of college; the transition from undecided status to declaring a major; the transition from the sophomore year to the junior year; and from graduation to career, with special emphasis on minority students.
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- 21 Regularly gather and analyze relevant data to identify factors that put minority students at risk of leaving college, especially during their first year of college.

GOAL 2

RECRUIT AND RETAIN GREATER NUMBERS OF WOMEN AND MINORITIES INTO FACULTY, STAFF AND ADMINISTRATIVE POSITIONS (INCLUDING DEANS, CHAIRS, AND VICE PRESIDENTS).

Immediate tactics

Rank/priority *Tactic*

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|---|---|
| 1 | Expand the faculty for the African American Studies Program. |
| 2 | Pursue strategies designed to increase the number of job applications from women, minorities, and other persons from other underrepresented groups, while maintaining records that will allow for the assessment of these strategies. |
| 3 | Maintain support of all efforts to continue past accomplishments in diversifying senior leadership at the College. |

Continuing tactics

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|---|--|
| 4 | Develop clearly defined, streamlined recruitment guidelines across the College. Those guidelines should be tied to specific diversity goals for each school. |
| 5 | In each school, develop a plan for recruiting minority and female faculty where statistically significant disparities are noted. |
| 6 | For each of the five divisions of the College, develop and implement individual diversity plans supporting Goal 2 of the Diversity Strategic Plan. |
| 7 | Develop a list of “frequently asked questions” and a revised application form for the College’s Modification of Duties (MOD) procedure. |

- 8 Prepare and publish a staff manual.

- 9 Require that all staff supervisors conduct planning sessions and performance reviews with their direct reports.

- 10 Conduct a review of all temporary staff positions and continue the process of systematically moving many of those positions to permanent status.

- 11 Provide a packet of informational materials for job candidates that provide useful background information about Charleston (e.g., schools, churches, festivals, neighborhoods).

- 12 Add support for the recruitment of faculty from underrepresented groups to the job duties of associate deans.

- 13 Establish a central employment information clearinghouse to provide assistance to faculty spouses/partners on employment opportunities.

- 14 Develop a formal framework within each school for minority faculty recruitment at appropriate national conferences, including national conferences for ethnic, racial, and gender-specific studies.

- 15 Develop and implement effective professional development programs to enhance the career advancement of diverse staff.

- 16 Require diversity recruitment training for all search committee chairs.

- 17 Require diversity recruitment training for all supervisors hiring personnel.

- 18 Institute a "diversity scholars" lecture series to bring to campus diverse untenured faculty/ABDs ("all but dissertation") to speak about their research.

- 19 Develop a comprehensive plan that will demonstrate College's commitment to diversity at the senior level; require searches, including those conducted by search firms, to include qualified minority and female candidates in hiring pools.

- 20 Develop a comprehensive, equitable, and competitive compensation plan for all staff.
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- 21 Remedy any deficiencies in College policies and procedures regarding acceptance of and commitment to LGBTQQAI faculty, staff, and students that are discovered in the assessment of these policies and procedures.
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- 22 Establish a faculty exchange program with Ph.D.-granting institutions, with special focus on HBCUs and Hispanic-Producing Institutions.
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- 23 Establish targeted scholarships for junior and senior undergraduate students from appropriate underrepresented groups on campus and offer financial support to such students who are planning to pursue doctoral studies.
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- 24 Establish an incentive and reward system for departments and divisions that model effective recruitment from underrepresented groups.
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- 25 Support faculty diversity by establishing a “Grow Your Own” scholarship program for College of Charleston students planning to pursue doctoral studies; such students would be required to return to the College to teach for a minimum of two years.

GOAL 3

CREATE A SUPPORTIVE ENVIRONMENT THAT IS DIVERSE, INCLUSIVE, AND WELCOMING TO ALL.

Immediate tactics

Rank/priority *Tactic*

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|---|---|
| 1 | Increase the public promotion of diversity by the College's senior leadership. |
| 2 | Train faculty in best practices for the inclusive, multicultural classroom and assess the effectiveness of this training. |
| 3 | Expand financial resources for disability services. |
| 4 | At the President's direction, and in consultation with the Chief Diversity Officer, appoint Divisional Diversity Liaisons for each of the divisions and schools of the College. Each liaison will help foster a culture of collective responsibility for the advancement of diversity within each division and school, consistent with the goals contained in the Diversity Strategic Plan. |

Continuing tactics

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|---|---|
| 5 | Work with the existing student task force to develop a plan for a Gender Equity Resource Center. |
| 6 | Develop and implement a diversity component for the College's new staff employee orientation. |
| 7 | Develop and implement programs and services for the cultivation of intercultural competencies among all students. |

- 8 Implement required regular diversity training for faculty and take appropriate steps to assess the effectiveness of this training.

- 9 Study the effectiveness of the College’s current “Resource Coordinator” process and make appropriate recommendations for further action.

- 10 Study the effectiveness of current College promotional materials and marketing campaigns, including campus tours, campus publications (such as Portico and The College of Charleston Magazine) for promoting diversity and improving the public image of the university among minority communities. Review the College’s use of advertising in minority media.

- 11 Develop and incorporate an all-inclusive diversity component into the College’s general orientation of new students.

- 12 Establish a specialized, mandatory diversity training program for academic department chairs and deans.

- 13 Recognize, in merit evaluations, evidence of “inclusive classroom” practices, such as incorporating into a curriculum the contributions made by diverse persons in a particular discipline.

- 14 Encourage academic departments and other offices on campus to address diversity activities in their annual reports.

- 15 Identify the officers of student organizations and train them on diversity-related content to promote an inclusive campus climate.

- 16 Design and implement a “diversity associates” program and facilitate inter-group student dialogue sessions, including train-the-trainer curricula and campus-wide student dialogue sessions.

- 17 Design customized department-specific staff diversity related training for offices on campus to improve the cultural climate.

- 18 Design educational discussions series in the Diversity Education and Resource Center (DERC) for staff, faculty, and students on diversity-related issues.

- 19 Educate the College community about the existence of the current “Resource Coordinators” program and clarify procedures.

- 20 Demonstrate the College’s commitment to diversity through intentional inclusion of a diversity statement in all appropriate College print and electronic media and public speeches.
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- 21 As appropriate, develop strategies for promoting partnerships with minority and women-owned businesses in College procurements.
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- 22 Assess the need for a comprehensive Community Outreach Center that would promote and advance diversity outreach activities among faculty and staff.
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- 23 Implement recommendations from a formal report on policies and procedures dealing with gender violence, including violence based on sexual orientation.
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- 24 Address identified gaps in institutional policies and procedures regarding our community’s acceptance of and commitment to LGBTQQAI faculty, staff, and students.
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- 25 Expand testing space to meet the testing needs of students with disabilities.
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- 26 Implement recommendations of an assessment report on the College’s Modification of Duties procedures.
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- 27 Under the leadership of the Office of Academic Affairs, host appropriate forums relevant to diversity outreach programs for faculty.
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- 28 Study partnerships with area universities and other area institutions (e.g., Trident Tech, MUSC, Charleston County Schools) to establish a child care center that is open early, closes late, and caters to the diverse needs of all faculty and staff.
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- 29 Begin implementing recommendations regarding accessibility issues for transgender and intersex students.

GOAL 4

INFUSE DIVERSITY INTO THE CURRICULUM.

Immediate tactics

Rank/priority *Tactic*

1 Increase resources for curriculum support and development relevant to diversity.

2 Establish a major in African American Studies.

3 Double the College's number of international students in five years.

4 Expand study abroad opportunities, with special emphasis on the participation of minorities.

Continuing tactics

5 Develop Living and Learning Communities for the First-Year Experience that appeal to minority students.

6 Establish comprehensive support services for all international students at the College.

7 Incorporate discussions of the College's commitment to diversity, including diversity in the curriculum, into new faculty orientation.

8 Create and publish comprehensive directory of all faculty development opportunities related to diversity.

- 9 Establish and publish an annual inventory of courses that contain or reflect the many contributions of scholars from different cultural, ethnic, racial, and other diverse backgrounds.

- 10 Strengthen existing academic programs promoting diversity.

- 11 Provide immigration and visa assistance to international faculty and spouses/partners and visiting scholars.

- 12 Assess the first cohort participating in the English Language Institute and, based on that assessment, make appropriate recommendations to the Provost.

- 13 Incorporate diversity in the mission of College Reads and Convocation.

- 14 Strengthen and expand Civic Engagement Programs to include diversity activities.

- 15 Establish an ESOL (English as a Second Language) program for international students.

- 16 Create faculty positions with significant community engagement responsibilities or expectations.

GOAL 5

COLLECT AND ORGANIZE DATA TO CREATE DATA BASES IN ORDER TO SYSTEMATICALLY AND EFFECTIVELY ASSESS PROGRESS AND ALIGN OR RE-ALIGN PROGRAMS TO ACHIEVE DIVERSITY GOALS.

Immediate tactics

Rank/priority *Tactic*

1 Conduct *Diversity Campus Climate* Surveys in years one and five of the Diversity Strategic Plan. Data from these surveys will be used as part of ongoing efforts to review progress in campus diversity efforts.

Continuing tactics

2 Assess all campus policies and procedures involving gender violence, including violence based on sexual orientation.

3 Assess campus policies and procedures to determine whether they demonstrate institutional acceptance of, and commitment to LGBTQQAI faculty, staff, and students.

4 Engage a compensation consultant to conduct comparative study of staff salaries, including peer institutions, and public and private sector jobs in tri-county area; and equity for women and AALANA³ staff employees at the College.

5 Assess and report on the status of women, minority, and other underrepresented groups at the senior administrative level.

6 Produce first annual Diversity Score Card (DSC).

³ This acronym refers to African American, Latino/a, Asian, and Native American students.

- 7 Begin assessing the overall needs of faculty, staff, and students with disabilities and make recommendations for meeting those needs.

- 8 Assess the effectiveness of existing outreach programs targeted at women, minority, and other underrepresented groups.

- 9 Develop a comprehensive system for tracking the recruitment and retention rates for faculty and staff, with special emphasis on women and minority groups.

- 10 Establish a process for receiving requests for institutional diversity data and generating reports for appropriate units and other College stakeholders.

- 11 Assess and report on the status of minority and other underrepresented groups in each academic and non-academic unit.

- 12 Form an Assessment Task Force to periodically evaluate progress in institutional diversity at College.

- 13 Conduct student, faculty, and staff focus groups to assess the campus diversity climate.

- 14 Publish an inventory of diversity-related events, offices, programs, out-reach programs, and groups within the College.

- 15 In cooperation with the Commission and relevant campus offices, assess the effectiveness of student recruitment, advising system, mentoring, and other support services serving minority and international students.

- 16 Assess student recruitment efforts with attention to the College's demonstration of institutional acceptance of, and commitment to LGBTQQAI students.

- 17 Assess the success of the College's Modification of Duties procedures.

GOAL 6

DEVELOP A FINANCIAL PLAN FOR FUNDING DIVERSITY INITIATIVES IN THE DIVERSITY STRATEGIC PLAN.

Continuing tactics

Rank/priority *Tactic*

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|-------|---|
| 1 | Develop a financial plan to support institutional diversity efforts, both in the short and long terms. |
| <hr/> | |
| 2 | Beginning in the second year of the plan, the President will provide an annual report to the Board on the progress made to implement the Diversity Strategic Plan, especially as that progress relates to development of the College's annual action plans. |

GOAL 7

PRODUCE AND DISSEMINATE AN ANNUAL REPORT ON THE STATUS OF DIVERSITY AT THE COLLEGE OF CHARLESTON.

Continuing tactic

Rank/priority *Tactic*

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|---|---|
| 1 | Produce and distribute to key stakeholders an annual report on the status of the Diversity Strategic Plan. Continuously review and modify the plan to ensure that it is meeting Goals 1-6 |
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SAMPLE BENCHMARKS

Consistent with the envisioned future described in the College’s Strategic Plan, the Diversity Strategic Plan imagines a more diverse and inclusive future for the College of Charleston. One way to measure the success of any strategic plan is to devise objective benchmarks for determining whether or not the plan has been successful.

This section provides 11 examples of benchmarks for measuring the achievement of the seven goals in the Diversity Strategic Plan. Such objective benchmarks suggest how our campus will change as a result of the plan’s adoption and implementation.

This list of benchmarks is not intended to be comprehensive. For some goals, there should be several benchmarks for goal attainment. This list is intended to illustrate the importance of such benchmarks, which will be adopted by the College’s executive leadership following consultation with all relevant stakeholders. The full list of benchmarks will be constructed once the Board of Trustees has approved the Diversity Strategic Plan.

GOAL 1: RECRUIT, RETAIN AND GRADUATE GREATER NUMBERS OF QUALIFIED MINORITY, FIRST GENERATION AND INTERNATIONAL STUDENTS.

Sample Benchmarks

- Compared with the baseline semester (Fall 2010), annual data compiled in the fifth and final year (2017) of the current plan will indicate an increase of at least 29% in the numbers of students from the relevant underrepresented groups.⁴

- Compared with the baseline semester (Fall 2010), annual data compiled in the fifth and final year (2017) of the current plan will indicate an increase of at least 43% in the numbers of Black or African American students.

- Compared with the baseline semester (Fall 2010), annual data compiled in the fifth and final year (2017) of the current plan will indicate an increase of at least 100% in the numbers of regular international students who are enrolled as full-time students at the College.

GOAL 2: RECRUIT AND RETAIN GREATER NUMBERS OF WOMEN AND MINORITIES INTO FACULTY, STAFF AND ADMINISTRATIVE POSITIONS (INCLUDING DEANS, CHAIRS, AND VICE PRESIDENTS).

Sample Benchmarks

- By the fifth year of the current plan (2017), minorities and other individuals from underrepresented groups will be represented in each College job category in proportion to their availability in the labor market for employment in each such job group. Faculty, staff, and senior administrative positions will be evaluated in accordance with this benchmark.

- By the fifth year of the current plan (2017), women will be represented in each job category in proportion to their availability in the labor market for employment in each such job group. Faculty, staff, and senior administrative positions will be evaluated in accordance with this benchmark.

⁴ Information relevant to the 2010 Fall Semester is available in Appendix C.

GOAL 3: CREATE A SUPPORTIVE ENVIRONMENT THAT IS DIVERSE, INCLUSIVE, AND WELCOMING TO ALL.

Sample Benchmark

- The results of two Diversity Campus Climate Surveys, which will be conducted in years one and five of the Diversity Strategic Plan, will demonstrate overall improvement in the College's diversity climate.

GOAL 4: INFUSE DIVERSITY INTO THE CURRICULUM.

Sample Benchmarks

- By the third year of the current plan (2015), an undergraduate major in African American Studies will be offered at the College of Charleston.
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- By the fifth year of the current plan (2017), all incoming and degree-seeking undergraduate students will be required to complete diversity-related experiences in one or more of their courses.

GOAL 5: COLLECT AND ORGANIZE DATA TO CREATE DATA BASES IN ORDER TO SYSTEMATICALLY AND EFFECTIVELY ASSESS PROGRESS AND ALIGN OR RE-ALIGN PROGRAMS TO ACHIEVE DIVERSITY GOALS.

Sample Benchmark

- By the fifth year of the current plan (2017), the Board of Trustees and the College community will have access to a Diversity Data Information System that accurately, timely, and thoroughly reflects the outcomes of the College's diversity efforts.

GOAL 6: DEVELOP A FINANCIAL PLAN FOR FUNDING DIVERSITY INITIATIVES IN THE DIVERSITY STRATEGIC PLAN.

Sample Benchmark

- Beginning in the first year of the current plan (2013) and continuing in future years, the Board of Trustees will be presented a discrete budget request to fund diversity efforts for the following fiscal year. Each budget request will include the estimated expenditures that will be incurred for implementing the Diversity Strategic Plan and the estimated costs for funding each major initiative, effort, and program. All diversity budget efforts will be fully informed, will be based on empirical data, and will be financed when possible with external sources of funding.

GOAL 7: PRODUCE AND DISSEMINATE AN ANNUAL REPORT ON THE STATUS OF DIVERSITY AT THE COLLEGE OF CHARLESTON.

Sample Benchmark

- Beginning in the first year of the current plan (2013), and each year thereafter, the Associate Vice President and Chief Diversity Officer, in collaboration with the Office of Institutional Research; the Office of Institutional Effectiveness and Planning; and the President's Commission on Diversity, Access, Equity, and Inclusion, and with the approval of the President of the College, will prepare and disseminate a comprehensive annual report on the status of Diversity Affairs at the College of Charleston.

COMMISSION STRUCTURE AND MEMBERSHIP

PRESIDENT'S COMMISSION ON DIVERSITY, ACCESS, EQUITY, AND INCLUSION

Committee on Minority and International Student Access, Recruitment, Retention, and Academic Success

Mr. Jimmie A. Foster, Jr., Admissions & Adult Student Services (Chair)

Mr. Elliott H. Wright, SGA President/Undergraduate Student

Dr. John Bello-Ogunu, Sr., Associate Vice President/Chief Diversity Officer (Commission Co-Chair)

Dr. Teresa Smith, Director, Multicultural Student Programs and Services

Dr. Andrew Sobiesuo, Associate Provost, Center for International Education

Ms. Marjorie Thomas, Associate Vice President for Student Affairs

Committee on Minority Faculty Access, Recruitment, Retention, and Advancement

Dr. Conseula A. Francis, Associate Professor, Department of English, and Director of African American Studies Program (Chair)

Dr. Beverly E. Diamond, Senior Vice Provost, Division of Academic Affairs

Dr. John Bello-Ogunu, Sr., Associate Vice President/Chief Diversity Officer

Dr. Larry D. Krasnoff, Professor, Department of Philosophy

Dr. Andrew Lewis, Associate Professor, School of Education, Health,
and Human Performance

Dr. Guoli Liu, Professor, Department of Political Science

Dr. Darryl A. Phillips, Associate Professor, Department of Classics/former
Speaker of the Faculty

Dr. Bernard E. Powers, Jr., Professor, Department of History

Committee on Minority Staff Access, Recruitment, Retention, and Advancement

Ms. Marcia H. White, Senior Director of Marketing, Division of Marketing
and Communications (Chair)

Mr. Tom Casey, Director of Human Resources

Mr. Herbert Frasier, Deputy Director of Maintenance, Department of
Physical Plant

Ms. Clara J. Hodges, Administrative Assistant, Office of the Provost

Ms. Marlene L. Williams, Groundskeeper Supervisor, Grounds Maintenance

Committee on Campus Diversity Climate and Inclusion

Dr. Joseph P. Kelly, Professor, Department of English (Chair); (Commission
Co-Chair)

Ms. Denise Mitchell, Director of Strategic Initiatives, Division of Academic
Affairs

Ms. Evelyn H. Nadel, Senior Director of Community Relations, Office
of the President

Mr. Elliot H. Wright, SGA President/Undergraduate Student

Mr. Jonathan D. Ray, Director of Events, Office of Institutional Events

Dr. Frances C. Welch, Dean, School of Health and Human Performance

Mr. Grant Vatter, Graduate Student

Committee on Diversity Community Outreach

Dr. Patricia Lessane-Williams, Executive Director, Avery Research Center
(Chair)

Dr. Angela Cozart, Associate Professor, School of Health and Human
Performance

Ms. Denise Mitchell, Director of Strategic Initiatives, Division of Academic
Affairs

Ms. Evelyn H. Nadel, Senior Director of Community Relations, Office
of the President

Mr. Jonathan D. Ray, Director of Events, Office of Institutional Events

Ms. Teresa Smith, Director, Multicultural Student Programs and Services

Mr. Paul V. Verrecchia, Assistant Vice President of Student Affairs/Director
of Public Safety

Committee on Gender Issues

Dr. Alison Piepmeier, Associate Professor, Department of English, and
Director of Women and Gender Studies Program (Chair)

Ms. Katherine T. Bible, Director of Financial Services, Division of Institutional
Advancement

Dr. Beverly E. Diamond, Senior Vice Provost, Division of Academic Affairs

Ms. Elizabeth Kassebaum, Executive Secretary to the Board of Trustees
and Vice President for College Projects

Dr. Brian McGee, Chief of Staff and Senior Policy Advisor, Office of the
President

Ms. Evelyn H. Nadel, Senior Director of Community Relations, Office
of the President

***Non-Voting Member**

*Ms. Rochelle R. Johnson, Executive Administrative Support Staff to the Commission

APPENDICES

APPENDIX A

SAMPLE DIVERSITY ENHANCEMENT INITIATIVES

The following examples of diversity enhancement programs developed at other U.S. Colleges and Universities will inform the College in developing the specific diversity initiatives to be included in future annual action plans.

Some Examples of Successful Minority Student Recruitment Initiatives at Other Institutions

College Day Program, Eastern Michigan University:

Initiated in 1987, this program targets junior high school minority students, and involves young students and their parents in the college process. In order to be eligible for the program, the student must maintain a 2.0 G.P.A., take college preparation courses, have a 90 percent school attendance rate, and have no discipline problems. If the students are successful in the program, they are guaranteed admission to Eastern Michigan University, Cleary College, Madonna College, or Washtenaw Community College. If eligible to enroll in Eastern Michigan University, students are provided with the necessary financial aid (with no loans) for their first year of college. Periodic visits to the campus are built in to the program as a way of developing students' self-esteem and sustaining their excitement about going to college.

Nizhoni Camp, Northern Arizona University:

Initiated in 1974, Nizhoni Camp is designed for Native American high school students who want to pursue a college degree but are lacking the study or social skills necessary for a smooth transition from high school to college. The intensive five-week program has two components: Pre-collegiate and the Bridge programs. Both consist of English and math classes with an integrated studies course that incorporates reading, study skills, computer literacy, and career exploration. An evaluation of the program is available.

Summer Program for Community College Students, Vassar College:

Begun in 1984 in cooperation with LaGuardia Community College, this program now includes four community colleges in New York State-LaGuardia, Borough of Manhattan, Dutchess County and Ulster County-to provide a summer program

for majority and minority community college students on the Vassar campus. The program's purpose is to develop students' interest in pursuing a baccalaureate degree. During the five-week residential program, specially designed classes are team-taught by two-year and four-year college faculty members. Students are supported by peer counselors, by an academic counselor, and a writing specialist. One hundred and six students completed the program during the first three years. Nearly all transferred to four-year colleges; 19 attend Vassar and one has graduated.

Some Examples of Successful Minority Student Retention Initiatives at Other Institutions

Winthrop University:

Concern about the declining minority student population on campus motivated Winthrop to initiate a comprehensive program in 1981 to recruit and retain minority students. Programs designed to offer individualized counseling to assist students in the successful completion of college work include: Significant Other Student Program, Summer Transitional Educational Program, Administrators Mentoring Program, and Freshmen/Transfer Adjustment Program.

Faculty Mentor Program, California State University, Sacramento:

Since its inception in 1987, the program has trained 10 percent of the full-time faculty at California State University, Sacramento to serve as mentors to 300 first-time freshmen and transfer students from historically underrepresented ethnic groups. The faculty has participated in training sessions which cover such topics as "Barriers to Cross-Cultural Communication" and "Underrepresented Students' Expectations of CSU, Sacramento Faculty." The program is designed to help students develop greater understanding of university life and the opportunities it presents.

Early Warning Intervention Program, University of Wisconsin-Oshkosh:

This computerized data-driven program consists of three phases: (1) High Risk Prediction, (2) Early Alert, and (3) Intervention. To initiate Phase I, a computer program scans the Student Master File data for incoming freshmen and evaluates that data against established criteria to generate a list of Early Warning Notification (EWN) forms. Phase II monitors the academic progress of identified high risk students enrolled in designated preparatory and basic courses. During the first week of the semester, forms are sent to the faculty teaching these identified courses, requesting information on the performance of the students after three weeks. Data is compiled and reviewed, and referred to Academic Development Services to initiate Intrusive Advisory/ Intervention. The advisor contacts and meets with each student to provide academic counseling, referral to the peer tutor program, and to suggest other forms of assistance. This program has shown a steady increase in student retention rates, with over 70 percent of students remaining in college.

PACE (Peer Advising on the College Experience), Seattle University:

Begun in 1986, PACE is a peer advising program intended to assist new minority students in making a smooth transition to Seattle University. PACE utilizes upper-level students to provide academic social support to address the unique needs of minority students. Peer advisors help new students develop a realistic academic plan, understand school procedures and processes, and access support services. Advisors may also offer tutoring or studying sessions. PACE is designed to help students reduce social isolation through strengthening the relationship between new and current students. Peer advisors, in return, receive financial assistance and the opportunity to develop leadership skills.

Some Examples of Successful Minority Faculty Recruitment Initiatives at Other Institutions

Langston Hughes Visiting Professorship, University of Kansas:

The purpose of this program is to provide a succession of visiting professors who are exemplary for the university as a whole, and especially for minority students and faculty. The visiting professor is appointed for one semester, and, whenever possible, he or she will have a joint appointment in African and African-American Studies. A faculty committee, drawn from a cross-section of the university, is responsible for recommending candidates for the professorship to the Vice Chancellor for Academic Affairs.

The Carolina Minority Postdoctoral Scholars Program, University of North Carolina at Chapel Hill:

This program awards five or more postdoctoral research appointments for periods of up to two years on the Chapel Hill Campus. The awardees are expected to engage in essentially full-time research and teach not more than one course per year. Although the program encourages applications for study in any discipline represented on the campus, some preference is given to applicants in the humanities, social sciences, and fine arts where postdoctoral opportunities are seldom available.

Chancellor's Minority Postdoctoral Fellowship Program, University of Illinois at Urbana-Champaign:

This program is designed to increase underrepresented minority faculty on the Urbana campus. It provides postdoctoral fellowships, complemented by mentoring and guidance in preparing for an academic career, to underrepresented minority individuals. Awards are made to applicants in all fields who show promise for tenure-track appointments on the Urbana-Champaign campus. Appointments are made for one academic year, with possible renewal for a second year.

Example of Minority Administrator Recruitment Initiative

Affirmative Action Recruitment Awards Program, State University of New York:

This program was designed and funded by the New York State/United Professions Affirmative Action Committee, comprised of representatives from United University Professions, the State University of New York (SUNY) Central Administration, and the Governor's Office of Employee Relations. It is intended to assist campus recruitment efforts to attract more minorities, women, disabled people, and Vietnam-era veterans to SUNY academic and professional employee positions in the bargaining unit. The program provides a travel stipend of up to \$1,000 to eligible academic and professional employees to attend events specifically for the purpose of recruiting employees from these underrepresented groups.

Example of Successful Campus Climate Enhancement Initiative

University of Michigan-Ann Arbor:

The University of Michigan (UM) has undertaken a number of initiatives to promote a culture that nourishes racial, ethnic, and cultural diversity. Significant actions by the university include establishing an Office of Minority Affairs which has developed programs addressing access, process, achievement, and transfer; adopting an antiracial harassment policy and a grievance mechanism to collect data on racial incidents; addressing cultural and racial diversity in student orientation programs; and developing an educational program for UM staff members aimed at valuing and preserving diversity. Films, lectures, human relations workshops, visiting scholars, exhibits and other programs designed to increase multicultural communication and an understanding of minority concerns among all students are presented in residence halls as well as throughout the campus community. In addition to these programs, UM teaching assistants participate in workshops that are designed to teach them how to recognize and combat racial and other forms of prejudice in the classroom. All of these efforts to change the culture are part of a planned change strategy.

APPENDIX B

DEFINITIONS

For the purposes of this Diversity Strategic Plan, the following definitions have been adopted:

The term “**diversity**” refers to, but is not limited to, differences among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, physical abilities, exceptionalities, language, religion, sexual orientation, nationality, and geographical area.

The terms “**minority**” and “**minority groups**” include African Americans, Blacks, Latinos/as, Asian, and Native Americans.

The term “**underrepresented groups**” may include minorities; qualified persons with a disability, within the meaning of the Americans with Disabilities Act; LGBTQQAI individuals; and, with respect to certain management leadership and other employment positions at the College, women regardless of race or ethnicity.

The term “**AALANA**” means African American, Asian American, Latino/a American and Native American.

The term “**HBCU**” means Historically Black Colleges and Universities.

The term “**Hispanic-Producing Institutions**” or “**Hispanic Serving Institutions**” means colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.

The term “**LGBTQQAI**” means Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Ally and Intersex.

The term “**Presidential Scholarships**” are merit-based financial awards offered to first-time entering College freshmen who are U.S. Citizens or legal permanent residents.

The term “**Regular International Students**” means students who did not come to the College through a Study Aboard or Student Exchange Program.

The term “**Senior Administrator**” or “**Senior Executive Administrators**” are employees of the College who hold any of the following titles: President, Provost, Executive Vice President, Senior Vice President, Vice President, Senior Vice Provost, Associate Provost, Associate Vice President, Chief of Staff, Dean, Associate Dean, and Executive Director.

APPENDIX C

COLLEGE OF CHARLESTON STUDENT ENROLLMENT DATA

The President's Commission on Diversity, Access, Equity, and Inclusion began its deliberations during the 2010 Fall Semester.⁵ The College administration has selected this semester as the baseline against which certain headcount enrollment targets will be measured.

Total Student Enrollment: 2010 Fall Semester

Total Student Enrollment	11,532
Undergraduate	10,121
Graduate	1,411
Men	4,078
Women	7,454
Black/African American	729
Asian	165
Hispanic/Latino	320
White	9,606
American Indian/Alaskan Native	39
Native Hawaiian/Other Pacific Island	31
Two or More Races	237
Non-Resident Aliens	131

⁵ Enrollment data for South Carolina public universities are available at the Commission on Higher Education website. All enrollment data used in this report are taken from this site. See http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm.

PRIORITIZED RECOMMENDED YEARLY DIVERSITY GOALS WITH SPECIFIC ACTIONS TO BE IMPLEMENTED WITHIN EACH GOAL OF THE PLAN

FIVE YEAR DIVERSITY STRATEGIC PLAN

*The table below shows the prioritized yearly goals in the Diversity Strategic Plan, as well as the specific actions that must be implemented within each goal as recommended by the Commission. The Specific Actions are arranged in “**priority**” ranked order.

GOAL 1 - Recruit, Retain and Graduate Greater Numbers of Minority and International Students.	
PHASE 1	
A1	Recruitment marketing plan for attracting significant number of minority students
A2	Create Columbia based salaried Assistant Director.
A3	Establish Diversity Scholarship budget line.
A4	Gateway to Success Scholarship Program
A5	Index current and future diversity scholarships
A6	New Retention Plan
A7	New Tutors
A8	Effective strategies to increase yield of minority applicants.
A9	Placement Exams
A10	Involving faculty in minority student recruitment.
PHASE 2	
A1	Minority recruitment traditional bridge program.
A2	Summer camp program for minority middle and high school students.
A3	Community workshops to familiarize parents of high school students with college prep opportunities
A4	Follow up with minority applicants at all stages of application process.
A5	Recruitment and marketing materials include diversity representation.

GOAL 2 - Recruit and Retain Greater Numbers of Women and Minorities into Faculty, Staff, and Administrative Positions (including Deans, Chairs, and Vice Presidents).	
PHASE 1	
A1	Staff Organization to parallel SGA and Faculty Senate
A2	Recruitment guidelines across the College.
A3	Recruitment plan for minority faculty.
A4	Two (2) new lines for AAST faculty
A5	Each division develops individual diversity plans.
A6	Develop and revise application form for Modification of Duties.
A7	Staff Manual
A8	Performance Reviews
PHASE 2	
A1	Bonus compensation for staff.
A2	Compensation plan
A3	Diversity Recruitment Training for all search committee chairs.
A4	Diversity Recruitment Training for all supervisors.
A5	Diversity Scholars lecture series

A6	Two (2) new lines for AAST faculty.
A7	Senior level plan.
PHASE 3	
A1	Targeted scholarship for juniors/seniors to pursue doctoral studies.
A2	Partner with other state institutions to establish a Childcare Center.
A3	Incentives and reward system for dept. /division that meet minority recruitment.
A4	Grow Your Own scholarship program for CofC grads

GOAL 3 - Create a Supportive Environment that is Diverse, Inclusive, and Welcoming to All.

PHASE 1	
A1	BOT / President/EVPs speak publicly about DSP.
A2	Develop plan for Gender Resource Center
A3	Develop training curriculum to promote inclusive classrooms.
A4	Faculty Training in creating inclusive classrooms.
A5	All-inclusive diversity orientation in College's general orientation of new students.
A6	Training session in new faculty orientation.
A7	Diversity component for new staff employee orientation.
A8	Programs and services to foster diversity among students.
A9	Incentives for faculty to participation in diversity training.
A10	Task Force to study effectiveness of Resource Coordinator process.
A11	Task Force to study effectiveness of College promotional publicity, marketing, etc.
PHASE 2	
A1	Implement formal reports on Gender violence.
A2	Identify gaps in procedures / policies regarding LGBTQQAAL.
A3	Expand testing space to meet needs of disabled students. (SNAP testing)
A4	Faculty training for a multicultural classroom.
A5	Assessment Report on Modification of Duties.
A6	Incentive-based community engagement opportunity for faculty.

GOAL 4 - Infuse Diversity into the Curriculum.

PHASE 1	
A1	Diversity component in General Education.
A2	Establish African American Studies major.
A3	Make permanent and enhance Faculty Development Fund
A4	Develop Living & Learning communities.
A5	Strengthen and expand Study Abroad programs.
A6	Support Services for Int'l Students
A7	Include diversity in curriculum, into new Faculty Orientation
PHASE 2	
A1	Strengthen and expand Civic Engagement programs.
A2	ESOL programs for international students.
PHASE 3	
A1	Create faculty positions with Community Engagement component.

GOAL 5 - Collect and Organize Data to Create Data Bases in Order to Systematically and Effectively Assess Progress and Align/Re-align Programs to Achieve Diversity Goals.	
PHASE 1	
A1	Assessment of policies and procedures involving Gender violence.
A2	Assessment of institutional acceptance of LGBTQQAI campus community.
A3	Hire Consultation to conduct study of staff salaries.
A4	Assess and report status of women in senior level positions.
A5	First annual Diversity Score Card.
A6	Assess and make recommendations of disabled needs.
A7	Assess the effectiveness of existing Outreach programs.
A8	System for tracking recruitment and retention of faculty and staff in AALANA groups.
A9	Process for receiving institutional diversity data requests.
A10	Assess and report on minority status in each academic/nonacademic unit.
PHASE 2	
A1	Task Force to assess accessibility issues for transgender/intersex students.
GOAL 6 - Develop a Comprehensive Financial Model for Funding all the Diversity Initiatives Recommended in the Diversity Strategic Plan.	
PHASE 1	
A1	Comprehensive financial model to support institutional diversity efforts.
GOAL 7 - Produce and Disseminate an Annual Report on the Status of Diversity at the College of Charleston	
PHASE 1	
A1	Annual report and continuously review on the status of the Diversity Strategic Plan.



COLLEGE *of*
CHARLESTON

The President's Campus Diversity
Review Committee First Set of
Recommendations

May 31, 2016

Chairman's Overview

The President's Campus Diversity Review Committee (hereafter, DRC) performed its work based on this stated purpose: *The committee is to review, evaluate and make recommendations on the College's diversity programs with the priority to make the College a more diverse campus by being more affordable, accessible and inclusive.*

As of May 2016, the DRC has met 15 times with numerous divisions, offices and academic and student support services of the College of Charleston community, beginning with the co-chairs of the President's Commission on Diversity Access, Equity, and Inclusion: Joe Kelly (English) and John Bello-Ogunu (Office of Institutional Diversity). The DRC performed a historical review of the following documents:

1. President's Commission on Diversity Access, Equity and Inclusion, Five-Year Diversity Strategic Plan, Action Plan
2. Mapping a New Direction at the College of Charleston, Priorities and Outcomes-based Approach
3. Executive Summary, Campus Climate Assessment Project (by Rankin & Associates Consulting)
4. Top Five Initiatives from College of Charleston Campus Climate Survey Ad Hoc Committee
5. Ten Core Ingredients for Fostering Campus Diversity Success
6. Diversity Scorecard produced by the Office of Institutional Research, Planning, and Information Management

This document provides the first recommendations of the DRC. The DRC will continue to assemble throughout 2016 to meet with different College of Charleston constituencies and provide further recommendations.

The DRC recommendations begin with an agreement and endorsement of:

1. The President's Commission on Diversity Access, Equity and Inclusion, Five-Year Diversity Strategic Plan, Action Plan.
2. Mapping a New Direction at the College of Charleston, Priorities and Outcomes-based Approach.
3. Top Five Initiatives created by the College of Charleston Campus Climate Survey Ad Hoc Committee.

All recommendations to make the College of Charleston a more diverse campus by being more affordable, accessible and inclusive should be implemented, as resources allow, using the **SMART** evaluation matrix:

Specific
Measurable
Attainable
Results-Oriented and/or Realistic
Time-bound

- John Busch '85, Chairman, President's Campus Diversity Review Committee

Path to Institutional Change

For the College of Charleston to be a more diverse and inclusive institution, it must cultivate and foster an environment where access, equity and inclusion are recognized, accepted and embraced as part of its institutional culture. As stated in the College's Diversity Strategic Plan (DSP), diversity "refers to, but is not limited to, differences among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, physical abilities, exceptionalities, language, religion, sexual orientation, nationality, and geographical area."

Emerging Themes from the Committee's Review

The following are a few themes that appeared throughout the DRC's work and, if addressed appropriately, will impact the College's culture of accessibility, equity and inclusion.

1. Accountability, Silos and Assessment:
 - Throughout the presentations and discussions among the DRC members, it became clear the campus needs one central office or division responsible for all aspects of diversity. In addition to the Office of Institutional Diversity's programs, there are diversity programs and initiatives operating in silos in other areas on campus. These silos need to be broken down, and a more collaborative environment needs to be fostered. Additionally, continuous, consistent and rigorous assessment of all diversity programs and initiatives should occur to determine what is effective and what can be improved.
2. Scholarships and Financial Aid Assistance
 - To aid in the efforts to recruit and retain more minority and first-generation students, additional scholarships and grants need to be created and awarded. Fundraising for these funds must be an institutional priority.
3. One Point-of-Entry for Diversity Information
 - This process also revealed that many students do not know where to go for help or to learn about the College's diversity efforts. A single point-of-entry that steers students in the right direction for diversity will be beneficial. The DRC recognizes the work that is already being done by the Division of Student Affairs to direct students when they have a problem or are seeking help. The DRC believes that these two areas (student affairs and diversity) can operate separately, while, at the same time, collaborating together to ensure that students have access to all the information, programs, and help they need to be successful at the College.
4. Diversity Training for Faculty and Staff and Diversity Education for Students
 - Mandatory diversity training for faculty and staff and diversity education for students should be a high priority.
5. Avery Research Center for African American History and Culture
 - The Avery Research Center is a signature asset of the College. It also is a hidden gem. With more promotion on campus and throughout the greater Charleston community, the Avery Research Center can serve as a visible manifestation of the College's emphasis

on diversity. Already, Google and other corporate organizations have recognized the central role that the Avery Research Center can play in steering more dialogue on race and social justice. The College has an opportunity to position the Avery Research Center as the region's leader in convening meaningful and thoughtful conversations on campus and in the community.

6. Mentoring

- Mentors are important to the development of a young person as a student, as an individual and as a professional. The College already has a mentor network in place, but there is an opportunity to expand that program to include more mentors from across campus constituents (such as the Alumni Association) and from the Charleston community.

7. Advising

- The College of Charleston already advises its students on the courses they need to take to graduate, but the College should assess its advising program specifically in relation to underrepresented students to ensure it is operating effectively and efficiently. In an effort to address this particular population's needs, the College may provide additional training for advisors, require more communication between advisors, and more communication between advisors and students.

8. Recruitment and Retention

- The DRC endorses the President's Commission on Diversity Access, Equity and Inclusion, Five-Year Action Plan's goals 1 and 2 (and associated tactics) to improve the recruitment and retention of underrepresented students, faculty and staff. The DRC also supports the College's Top Ten Percent pilot program, which grants acceptance to the top 10 percent high school graduates in seven counties of South Carolina.

Committee Recommendations on Increasing Diversity by Addressing Affordability, Accessibility and Inclusion

The DRC endorses and recommends the work of the President's Commission on Diversity Access, Equity and Inclusion and the College of Charleston Campus Climate Survey Ad Hoc Committee. While not all of the recommendations made by the members of the President's Commission and the Ad Hoc Committee are explicitly restated here, the DRC would like to place special emphasis on some areas by making specific recommendations that have the potential for high impact. The DRC understands that implementation and/or funding part or all of these recommendations will be based on available resources.

The recommendations are not listed in order of priority or specific ranking, but rather under topic headers.

Organizational Structure and Management

Recommendation 1: Ensure minority representation at the highest levels of the administration and the Board of Trustees. This will only be accomplished by adequately funding personnel in those positions. The DRC also recommends the chief diversity officer attend executive team meetings.

Recommendation 2: Rename the Office of Institutional Diversity (OID) to reflect a more holistic approach to inclusivity at the College. A list of recommended names can be found in the document entitled "Mapping a New Direction at the College of Charleston" (attached).

Recommendation 3: Elevate the importance of diversity within the administration. The chief diversity officer should help evaluate all academic, fiscal, programmatic and administrative policy decisions regarding the College's diversity and inclusivity goals. The chief diversity officer should develop and implement an assessment of the College's diversity plan and its engagement on campus and in the community.

Recommendation 4: Centralize diversity efforts. The chief diversity officer (who directs OID) should be the senior administrative officer responsible for promoting collaboration among all members of the College community, including students, faculty and staff. The chief diversity officer should develop a plan for coordinating all identity-based resources on campus. This will require clarification of missions, goals and responsibilities of these various resources, will address programming and staffing gaps and will increase collaboration among campus diversity practitioners.

Recommendation 5: Provide timely and regular updates of diversity efforts. The chief diversity officer supplies the administration regular reports on all diversity initiatives and provides recommendations for funding and programming.

Recommendation 6: Fund diversity initiatives. The administration should make available a budget sufficient to carry out the mission and responsibilities of the diversity plan.

Recommendation 7: Establish a diversity presence at the Board of Trustees' quarterly meeting. The chief diversity officer will serve as a liaison to one of the Board's subcommittees, as determined by the trustees and the president. The chief diversity officer will provide a diversity report for these quarterly meetings.

Recommendation 8: Update and assess the College's Diversity Strategic Plan every three to five years. Diversity efforts must have widespread support across campus, and the Diversity Strategic Plan is a living document (meaning it should be changed/revised constantly to maximize its effectiveness and relevance).

Recommendation 9: Establish diversity committees. The president and chief diversity officer should form appropriate diversity committee or committees (internally and externally, including the President's Commission on Diversity, Access, and Equity). The membership of the committee(s) should represent a broad base of campus and community stakeholders, who will serve staggered terms, allowing more members to participate and contribute ideas and initiatives.

Recommendation 10: Relocate the Multicultural Student Program and Services (MSPS). MSPS should be housed in a more central location to the historic core of campus.

Recommendation 11: Grant MSPS director (and designees) student academic advising authority in order to better serve students who make regular use of that program.

Recommendation 12: Increase the visibility of the Office of the Ombudsperson across campus. The ombudsperson should address incoming students (regular and transfer) at various orientation sessions so that students and parents are more aware of the Office of the Ombudsperson's ability to help in times of need. The Office of the Ombudsperson should also address REACH parents/students during their orientation.

Recommendation 13: Add personnel to the Office of the Ombudsperson by 2017.

Recommendation 14: Encourage REACH's current advisory board to broaden its membership to include REACH parents, faculty, staff, the ombudsperson and community members. The DRC also recommends the REACH staff partner with the College's ORCA to seek additional grant funding in support of its programming.

Accountability

Recommendation 15: Implement the President's Commission on Diversity Access Equity, and Inclusion's Goals and Tactics Action Plan, as resources allow.

Recommendation 16: Generate an annual diversity report. All campus departments should cooperate with the chief diversity officer in producing an annual institutional report that summarizes and showcases progress in clear, measurable, data-based terms. The diversity report will

provide accountability for campus' diversity efforts through a planning and assessment system that builds on existing review systems.

Affordability/Accessibility

Recommendation 17: Create a president's unrestricted needs-based grant-in-aid fund for students who find themselves in a moment of financial crisis and need help to continue their studies at the College. This fund would have an application process that is reviewed by a four-person committee (such as the executive vice president of student affairs or his/her designee, a representative from financial aid, the senior director of community relations and the ombudsperson).

Recommendation 18: Make diversity fundraising a top priority. For many students, there is a huge annual unmet need for the cost of attendance. Unmet need is the amount that's left to be paid after financial aid is awarded. By creating and funding grant-in-aid to cover the unmet cost of attendance for students in greatest need, the College will both attract and retain more students from underrepresented populations. The DRC recommends the use of the College's Standards of Academic Progress as the minimum requirement for awarding these funds.

Recommendation 19: Develop an alumni donor program that targets former work-study students who may want to help fund an increased number of work-study opportunities on campus. This is similar to, and in addition to, federal work-study, which provides part-time jobs for undergraduate and graduate students with financial need.

Recommendation 20: Create and endow scholarships in honor of people (such as Lucille Whipper, Jim Campbell, Truman Smith, and others) who contributed to the diversity of the College of Charleston. These scholarships should be awarded to students from underrepresented communities. Additionally, work to double the financial endowment of the Judge Richard E. Fields scholarship.

Recommendation 21: Cultivate relationships and seek financial support from community foundations and other outside entities that raise money for underrepresented and minority populations. The DRC recommends the Division of Institutional Advancement establish measurable fundraising targets by May 2017.

Recommendation 22: Assign a development officer to the Avery Research Center and to OID to place special emphasis on raising funds for those entities' programs and priorities as well as help expand the College's network of diversity champions and advocates.

Recommendation 23: Lower the costs of textbooks for students of underrepresented populations. The DRC suggests that the Divisions of Academic Affairs, Student Affairs and Business Affairs collaborate to find ways of lowering the cost of textbooks for students (perhaps through rentals, online textbooks, eBooks and other means).

Recruitment

Recommendation 24: Increase the underrepresented student, faculty and staff populations at the College with specific goals to be established by May 2017.

Inclusivity

Recommendation 25: Provide diversity training for all faculty, staff and Trustees on a wide range of diversity topics, such as Safe Zones and cultural sensitivity. OID should research and identify suitable training programs and develop a plan to provide this training across campus.

Recommendation 26: Transform the First Year Experience into a standardized curriculum similar to University 101 or University College courses offered at other universities. The DRC recommends the Division of Academic Affairs work with the appropriate faculty members and staff to develop content for classes. A greater emphasis should be placed on diversity education in order to increase students' cultural awareness and create a more tolerant campus environment. Additionally, the curriculum should include other topics to foster success and stronger retention, such as a more thorough understanding of campus services and resources (library, OID support, advising and tutoring services, etc.).

Recommendation 27: Create programming that educates and engages entire student body about differences and identity. The DRC recommends OID, Student Affairs and the Avery Research Center work together on the planning and coordination of this programming.

Recommendation 28: Require training for all faculty advisors using the Faculty Advising Module, located in the Academic Advising and Planning Center (AAPC). The DRC also recommends that the training address the needs of transfer students, active military and veteran students.

Recommendation 29: Distribute funds to student groups in an equitable manner. The DRC recommends the Division of Student Affairs to work with the Student Government Association/Cougar Activities Board to ensure an equitable distribution of funding for various student groups.

Recommendation 30: Increase the visibility of diversity programs in recruitment efforts. The DRC recommends that the Office of Admissions work with the Division of Marketing and Communications to incorporate information on OID and MSPS on the campus tours.

Conclusion

The DRC believes this first set of 30 recommendations will contribute in making the College of Charleston more affordable, accessible and inclusive to a wider group of constituents. Commitment to all types of diversity – sexual orientation, religion, race, culture, gender, physical abilities and more – is and must be one of the highest institutional priorities shared by all members of the College of Charleston community.

President's Campus Diversity Review Committee Membership

The President's Campus Diversity Review Committee

John Busch, College of Charleston Board of Trustees Member (Chair)

Conrad Festa, Former Interim President and Administrator of the College of Charleston

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DEPARTMENTAL RESPONSE TO DRC RECOMMENDATIONS (INITIAL REPORT)

Since the start of the 2016-2017 Academic Year (AY), the Office of Institutional Diversity (OID) has responded to approximately 19 of the 30 recommendations outlined in the President’s Diversity Review Committee’s Report. As of 2017-2018 OID responded to an additional (The DRC Report encompasses a review of documents such as the Five-Year DSP, the Campus Climate Assessment, Mapping a New Direction, and the Diversity Scorecard.)

RECOMMENDATION	RESPONSE
<p>1: Ensure minority representation at the highest levels of the administration and the Board of Trustees. This will only be accomplished by adequately funding personnel in those positions. The DRC also recommends the chief diversity officer attend executive team meetings.</p>	<p>The AVP/CDO was added to the senior team during the 16-17 AY and has attended all executive team meetings since then.</p>
<p>2: Rename the Office of Institutional Diversity (OID) to reflect a more holistic approach to inclusivity at the College. A list of recommended names can be found in the document entitled “Mapping a New Direction at the College of Charleston”</p>	<p>OID began to reshape its departmental identity at the start of the 16-17 AY and has solidified its mission to work collaboratively with the campus and external community to create programs, workshops and initiatives designed to improve cultural competence at the College.</p> <p>Examples of how OID’s mission has been operationalized include:</p> <ul style="list-style-type: none"> • Collaborations with various departments and community organizations to build capacity for programming and to boost attendance at events • Exploration of new diversity topics such as disability awareness, religious diversity and Black Masculinity • Cougar Mall campus engagement events (e.g. Share the Dream for MLK Day and Write-in) • Creation of newsletter <i>The Bridge Builder</i> which routinely includes Q&As aimed at highlighting diversity efforts of different departments and student organizations (published twice a semester)
<p>3: Elevate the importance of diversity within the administration. The chief diversity officer should help evaluate all academic, fiscal, programmatic and administrative policy decisions regarding the College’s diversity and inclusivity goals. The chief diversity officer should develop and implement an assessment of the College’s diversity plan and its engagement on campus and in the community.</p>	<p>The chief diversity officer has been engaged in policy discussions during Senior Team Meetings and task force/committees related to policy such as DiversityEDU and Campus Climate Incident Report, but the diversity policy related role is still being developed</p>
<p>4: Centralize diversity efforts. The chief diversity officer (who directs OID) should be the senior administrative officer responsible for promoting collaboration among all members of the College community, including students, faculty and staff. The chief diversity officer should develop a plan for</p>	<p>OID continues to expand its reach by working with various departments and academic divisions to host programs and facilitate workshops aimed at promoting collaboration at the College:</p>

<p>coordinating all identity-based resources on campus. This will require clarification of missions, goals and responsibilities of these various resources, will address programming and staffing gaps and will increase collaboration among campus diversity practitioners.</p>	<ul style="list-style-type: none"> • 18-19 AY: (1) Collaboration with, MSPS, Hispanic Studies and Latin American & Caribbean Studies for Hispanic Heritage Month events; (2) Collaboration with WGS, GSEC, SafeZone and CASAS for LGBTQ History Month • 17-18 AY: (1) Collaboration with MSPS, Athletics, CCE, All 10 NPC Sororities, AAST, WHRT, Pre-Health Honor Society, WGS and Student Health Services (Ten 50-gallon drums filled during duration of Spring '18 semester) to support US-Liberian NGO Save More Kids Period Project Initiative; (2) Collaboration with REACH Program for Disability Awareness Campaign; (3) Collaboration with MSPS and Civic Engagement for Interfaith Workshop on Racial Reconciliation; (4) Collaboration with Fraternity and Sorority Life, SafeZone, Higdon Student Leadership, Student Life, CASAS and GSEC for LGBTQ History Month; (5) Collaboration with MSPS, JSU/Hillel, Civic Engagement and Religious Life Council for 2018 MLK Program • 16-17 AY: (1) AVP/CDO delivered keynote address for the Center for Student Learning's Student Employee Training Session in 2017 Spring Semester entitled "Weaving a Tapestry of Support: Why Diversity Matters in the CSL" and conducted a session about cultural competence; (2) OID/MSPS Collaboration for Native American Heritage Program; (3) OID/REACH Collaboration for Disability Awareness Program; OID/Community Relations, Student Affairs, Academic Affairs, School of Professional Studies, Graduate School, Honors College, Call Me MISTER, EHHP, Adlestone Library and CSL collaboration for Write-in and Book Drive; (4) AVP/CDO served as guest speaker for a program hosted by the Interfaith Campus Group
<p>5: Provide timely and regular updates of diversity efforts. The chief diversity officer supplies the administration regular reports on all diversity initiatives and provides recommendations for funding and programming.</p>	<ul style="list-style-type: none"> • Timely and regular updates of diversity efforts are provided during senior team meetings, 2016-2017-Present • AVP/CDO met regularly with President McConnell to provide monthly updates on transition progress, newly formed initiatives and programs and to receive guidance for OID's departmental direction during the 2016-2017 AY.
<p>6: Fund diversity initiatives. The administration should make available a budget sufficient to carry out the mission and responsibilities of the diversity plan.</p>	<p>Since Fall 2016, OID has distributed \$7,858.37 to various campus departments and student organizations requesting financial support to offset costs associated with diversity-related events (e.g. food and speaker honorariums).</p> <ul style="list-style-type: none"> • 17-18 AY: (1) QEP/Sustainability Kick-off - \$991.04; (2) Civic Engagement Racial Battle Fatigue Training - \$150; (3) Urban Studies Diversity & Inclusion Talk - \$250; (4) BSU's "CofC vs. White Supremacy Talk" - \$494.33; (5) \$1060 total to International Studies, Psych Dept and Art Dept for various diversity programs; (6) Math Dept Film Screening of Hidden Figures during 2018 Math Meet - \$200; (7) BSU Children's Carnival - \$300; (8) AAST Black Men & Mental Health Program -

	<p>\$300; (9) AAST Black Panther Theatre Tickets for Students - \$300; Religious Studies - \$500; (10) \$1050 total for LCWA’s World Culture Fair and MSPS’ Nia Rite of Passage Ceremony and ExCEL Awards</p> <ul style="list-style-type: none"> • 16-17 AY: (1) Hispanic Studies Department - \$563 for annual Southeastern Conference on Linguistics Program featuring Dr. David Frank a lecturer on Gullah; (2) MSPS - \$500 for annual ExCEL Awards; (3) Urban Studies Program - \$300 for program entitled “The Experience of Muslims in American Cities”; (4) LWCA - \$300 for annual World Cultures Fair; (5) African American Studies - \$600 for Black History Month Program entitled “The Hollywood Machine: Black Actors and the Fight for Quality Representation” featuring keynote speaker, author, producer, director and acting coach Dennis White
<p>7: Establish a diversity presence at the Board of Trustees’ quarterly meeting. The chief diversity officer will serve as a liaison to one of the Board’s subcommittees, as determined by the trustees and the president. The chief diversity officer will provide a diversity report for these quarterly meetings.</p>	<p>The chief diversity officer has not officially been added as a liaison to one of the Board’s subcommittees but Dr. Harris has presented and shared on multiple occasions with Dr. Alicia Caudill during the Student Affairs Committee meeting</p>
<p>8: Update and assess the College’s Diversity Strategic Plan every three to five years. Diversity efforts must have widespread support across campus, and the Diversity Strategic Plan is a living document (meaning it should be changed/revised constantly to maximize its effectiveness and relevance).</p>	<p>Dr. Harris has been the chief diversity officer for two years and. The Diversity Strategic Plan has not been updated and assessed since he has been in the position</p>
<p>9: Establish diversity committees. The president and chief diversity officer should form appropriate diversity committee or committees (internally and externally, including the President’s Commission on Diversity, Access, and Equity). The membership of the committee(s) should represent a broad base of campus and community stakeholders, who will serve staggered terms, allowing more members to participate and contribute ideas and initiatives.</p>	<p>The president and chief diversity officer have not yet formed appropriate diversity committee or committees</p>
<p>10: Relocate the Multicultural Student Program and Services (MSPS). MSPS should be housed in a more central location to the historic core of campus.</p>	<p>At the conclusion of the 2017-2018 AY, MSPS still had not been relocated to a more central location to the historic core of campus</p>
<p>11: Grant MSPS director (and designees) student academic advising authority in order to better serve students who make regular use of that program.</p>	<p>MSPS works independent of OID to assist students with academic advising</p>
<p>12: Increase the visibility of the Office of the Ombudsperson across campus. The ombudsperson should address incoming students (regular and transfer) at various orientation sessions so that students and parents are more aware of the Office of the Ombudsperson’s ability to help in times of need. The Office of the Ombudsperson should also address REACH parents/students during their orientation.</p>	<p>OID will continue to work with the new Ombudsperson at her request</p>
<p>13: Add personnel to the Office of the Ombudsperson by 2017.</p>	<p>At the conclusion of the 2017-2018 AY, additional personnel still had not been added to the Office of the Ombudsperson.</p>
<p>14: Encourage REACH’s current advisory board to broaden its membership to include REACH parents, faculty, staff, the</p>	

<p>ombudsperson and community members. The DRC also recommends the REACH staff partner with the College's ORCA to seek additional grant funding in support of its programming.</p>	<p>Since AY 2016-2017 OID has collaborated with REACH twice creating program for faculty, staff, and students to attend. In addition, a REACH student might possibly become a member of the Crossing The Cistern program this year.</p>
<p>15: Implement the President's Commission on Diversity Access Equity, and Inclusion's Goals and Tactics Action Plan, as resources allow.</p>	<p>OID has received departmental funding for Crossing The Cistern, a specialized initiative, but it has not received an increase in departmental funding that would position it to implement goals and tactics outlined in the old DSP, but note that it has allocated funds from its general operating budget over the past 2 years to award scholarships (\$20,500), hardship scholarships (\$4,972.00).</p> <p>GOAL 1 RECRUIT, RETAIN AND GRADUATE GREATER NUMBERS OF QUALIFIED MINORITY, FIRST GENERATION AND INTERNATIONAL STUDENTS.</p> <p>While we don't play a direct role in admissions and recruitment of minority and first-gen students, we developed CTC and were very active during the 17-18 AY by making presentations at the request of the Honors College and Admissions Office</p> <p>GOAL 2 RECRUIT AND RETAIN GREATER NUMBERS OF WOMEN AND MINORITIES INTO FACULTY, STAFF AND ADMINISTRATIVE POSITIONS (INCLUDING DEANS, CHAIRS, AND VICE PRESIDENTS).</p> <p>GOAL 3 CREATE A SUPPORTIVE ENVIRONMENT THAT IS DIVERSE, INCLUSIVE, AND WELCOMING TO ALL.</p> <p>This areas has been our strongest since new leadership Fall 16</p> <p>GOAL 4 INFUSE DIVERSITY INTO THE CURRICULUM DivEDU new module for all incoming Freshmen and transfer students; FYE course</p> <p>GOAL 5 COLLECT AND ORGANIZE DATA TO CREATE DATA BASES IN ORDER TO SYSTEMATICALLY AND EFFECTIVELY ASSESS PROGRESS AND ALIGN OR RE-ALIGN PROGRAMS TO ACHIEVE DIVERSITY GOALS.</p> <p>Compliance assist strategic plan and annual plan</p>

	<p>GOAL 6 DEVELOP A FINANCIAL PLAN FOR FUNDING DIVERSITY INITIATIVES IN THE DIVERSITY STRATEGIC PLAN.</p> <p>Crossing The Cistern</p> <p>GOAL 7 PRODUCE AND DISSEMINATE AN ANNUAL REPORT ON THE STATUS OF DIVERSITY AT THE COLLEGE OF CHARLESTON.</p> <p>OID prepares an annual Impact Report that is posted at the end of each academic year on the front page of its website</p>
<p>16: Generate an annual diversity report. All campus departments should cooperate with the chief diversity officer in producing an annual institutional report that summarizes and showcases progress in clear, measurable, data-based terms. The diversity report will provide accountability for campus' diversity efforts through a planning and assessment system that builds on existing review systems.</p>	<p>OID prepares an annual Impact Report that is posted at the end of each academic year on the front page of its website</p>
<p>17: Create a president's unrestricted needs-based grant-in-aid fund for students who find themselves in a moment of financial crisis and need help to continue their studies at the College. This fund would have an application process that is reviewed by a four-person committee (such as the executive vice president of student affairs or his/her designee, a representative from financial aid, the senior director of community relations and the ombudsperson).</p>	<ul style="list-style-type: none"> • OID developed a new departmental scholarship award during the 2017 Spring Semester. Targeted recipients for the award are need-based students enrolled full-time at the College. Awards are given in the amount of \$500 and are non-recurring. Through its new departmental scholarship, OID awarded \$500 in non-recurring funds to 21 need-based students during the 2017 Spring Semester. A total of \$10,500 was dispersed.
<p>18: Make diversity fundraising a top priority. For many students, there is a huge annual unmet need for the cost of attendance. Unmet need is the account that's left to be paid after financial aid is awarded. By creating and funding grant-in-aid to cover unmet cost of attendance for students in greatest need, the College will both attract and retain more students from underrepresented populations. The DRC recommends the use of the College's Standards of Academic Progress as the minimum requirement for awarding these funds.</p>	<ul style="list-style-type: none"> • AVP/CDO has established a working relationship with Chris Tobin and his team in Institutional Advancement to identify and cultivate relationships with prospective donors who can provide funding. • OID developed a new initiative entitled "Crossing the Cistern" (CTC) aimed at creating retention parity between ALAANA and white students. Admission Requirements are: (1) application, (2) selection committee, (3) 2.0-2.4 minimum GPA, (4) • For one academic year admitted students received: <ul style="list-style-type: none"> - \$1500/semester - Monthly seminars hosted by professors/alumnus/community leaders recruited to facilitate sessions promoting critical thinking skills - Weekly tutoring in CSL each semester - Weekly mentoring with assigned BAC member - 10 hours of community service - \$1000 for Spring internship identified with the help of the Career Center • Implementation Outcomes: <ul style="list-style-type: none"> - 12 students were recruited for the first cohort during the 17-18 AY - \$50,000 was added to OID's budget for operational costs (\$36k for scholarships) -

<p>19: Develop an alumni donor program that targets former work-study students who may want to help fund an increased number of work-study opportunities on campus. This is similar to, and in addition to, federal work-study, which provides part-time jobs for undergraduate and graduate students with financial need.</p>	<p>Currently working on a BAC OID collaboration that reengages former African American Athletes</p>
<p>20: Create and endow scholarships in honor of people (such as Lucille Whipper, Jim Campbell, Truman Smith, and others) who contributed to the diversity of the College of Charleston. These scholarships should be awarded to students from underrepresented communities. Additionally, work to double the financial endowment of the Judge Richard E. Fields scholarship.</p>	<p>We have not yet created an endowed scholarship in honor of community leaders such as Lucille Whipper, Jim Campbell, Truman Smith, and others who contributed to the diversity of the College of Charleston.</p>
<p>21: Cultivate relationships and seek financial support from community foundations and other outside entities that raise money for underrepresented and minority populations. The DRC recommends the Division of Institutional Advancement establish measurable fundraising targets by May 2017.</p>	<p>We have met with foundations but have not garnered any financial support as of yet – IA has supported OID by advising on CTC initiative as well as identifying and receiving philanthropic gifts – Cron Family Foundation</p>
<p>22: Assign a development officer to the Avery Research Center and to OID to place special emphasis on raising funds for those entities’ programs and priorities as well as help expand the College’s network of diversity champions and advocates.</p>	<p>OID has worked closely with the EVP, Asst Dir, and others in IA</p>
<p>23: Lower the costs of textbooks for students of underrepresented populations. The DRC suggests that the Divisions of Academic Affairs, Student Affairs and Business Affairs collaborate to find ways of lowering the cost of textbooks for students (perhaps through rentals, online textbooks, eBooks and other means).</p>	<p>Not touched yet; may be able to fold this recommendation into alumni initiative with former African-American Athletes</p>
<p>24: Increase the underrepresented student, faculty and staff populations at the College with specific goals to be established by May 2017</p>	<p>2018 incoming freshman class: 20.6 SOC</p> <p>2017 Roster Faculty: Asian 3%, Black 4%, Hispanic 3%, Pacific Islander <1%</p> <p>2017 Permanent Staff: Asian <1%, Black 26.6%, Hispanic 2.0%, Pacific Islander 0.0%</p>
<p>25: Provide diversity training for all faculty, staff and Trustees on a wide range of diversity topics, such as Safe Zones and cultural sensitivity. OID should research and identify suitable training programs and develop a plan to provide the training across campus.</p>	<ul style="list-style-type: none"> • Director of Diversity Training and Grants (DDTG) developed and facilitated customized workshops at the request of the Divisions of Business and Auxiliary Services and Marketing and Communications. Three individual sessions were held for managers (1), staff (2) in Business and Auxiliary Services exploring “Team Building Across Cultures”. Similar trainings will be held for Marketing and Communications in mid-April. • DDTG also hosted a workshop for faculty entitled “Achieving Diversity and Inclusivity in the Classroom”.

	<ul style="list-style-type: none"> • AVP/CDO developed the Peer-to-Peer Workshop Series where faculty designed and facilitated sensitivity and civility training to their peers. TEDU professors Keonya Booker, Ashley Vaughns and Sophia Rodriguez co-facilitated a session entitled “Promoting Inclusive Classroom Environments”. Each professor was awarded a \$500 stipend for their work. During the 17-18 AY, Dr. LaTasha Chaffin (Political Science) facilitated a web-based workshop entitled “Teaching Diversity and Social Justice Theory.” Chaffin was awarded \$200 for her efforts.
<p>26: Transform the First Year Experience into a standardized curriculum similar to University 101 or University College courses offered at other universities. The DRC recommends the Division of Academic Affairs work with the appropriate faculty members and staff to develop content for classes. A greater emphasis should be placed on diversity education in order to increase students’ cultural awareness and create a more tolerant campus environment. Additionally, the curriculum should include other topics to foster success and stronger retention, such as a more thorough understanding of campus services and resources (library, OID support, advising and tutoring services, etc.).</p>	<ul style="list-style-type: none"> • AVP/CDO has been approved to teach an FYE Course during the 2017 Fall semester entitled “Exploring Multiple Perspectives of Diversity through Storytelling”.
<p>27: Create programming that educates and engages entire student body about differences and identity. The DRC recommends that OID, Student Affairs and the Avery Research Center work together on the planning and coordination of this programming.</p>	<p>During the 17-18 AY, OID added new diversity topics to its programmatic lineup including racial reconciliation from an interfaith perspective and student-driven solutions to addressing diversity issues at the College</p> <p>At the end of the 16-17 AY OID had expanded its coverage of diversity and inclusion topics during the 2016-2017 AY by hosting programs on:</p> <ul style="list-style-type: none"> • Religious Diversity: Muslims in America; The Power of the Minority Vote; Disability Awareness and Black Masculinity <p>During the 16-17 AY, OID also hosted campus-engagement events in Cougar Mall aimed at bringing students, faculty and staff together over common issues:</p> <ul style="list-style-type: none"> • Seeing the Difference: Hall Art Canvas Painting to show what “diversity” means on individual level (125) • Write-In Sessions for notes of encouragement for students in Title 1 Schools (500) • Children’s Book Drive to be donated to barbershops and hair salons (60) • Share the Dream in honor of MLK to express individual dreams for social justice and the future (90)
<p>28: Require training for all faculty advisors using the Faculty Advising Module, located in the Academic Advising and Planning Center (AAPC). The DRC also recommends that the training address the needs of transfer students, active military and veteran students.</p>	<p>DivEDU for students implemented fall 18 HR looking at DivEDU for fac/staff</p>
<p>29: Distribute funds to student groups in an equitable manner. The DRC recommends that the Division of Student Affairs to work with the Student Government Association/Cougar</p>	<p>At the end of the 17-18 AY, OID had distributed \$794.33 to BSU for student-focused diversity programming.</p>

<p>Activities Board to ensure an equitable distribution of funding for various student groups.</p>	<p>During the 16-17 AY, OID provided financial support to four student organizations to help offset costs associated with diversity-related events (e.g. food and speaker honorariums): (1) CofC Chapter of the Southern Poverty Law Center - \$263.70 for panel discussion on “Police in Schools: Are School Resource Officers Facilitating a School-to-Prison Pipeline?”; (2) Black Student Union - \$300 for Fall Carnival; (3) Hispanic Latino Club - \$500 for film screening of “Being Ñ” and discussion with film’s director; (4) Student Diversity and Inclusion Council – \$349.22 for Roundtable Discussion of Muslims in America; (5) Student Diversity and Inclusion Council – \$260.40 for Media Representation of Muslims Program</p>
<p>30: Increase the visibility of diversity programs in recruitment efforts. The DRC recommends that the Office of Admissions work with the Division of Marketing and Communications to incorporate information on OID and MSPS on the campus tours.</p>	<p>Working closely with Marketing and Communication; 2018 Power of the Student Athlete presented by Jermel President '03, co-sponsored by OID/ MarComm was instrumental in promoting this event in local media sites</p>

**COLLEGE OF CHARLESTON
RESOLUTION OF THE BOARD OF TRUSTEES
APPROVAL OF THE COLLEGE OF CHARLESTON
DIVERSITY STRATEGIC PLAN**

As Approved by the Executive Committee at a Meeting Held on March 30, 2012

WHEREAS, respect for the diversity of human experiences and backgrounds shall be encouraged and fostered at the College of Charleston as furthering a compelling academic interest of the College;

WHEREAS, by promoting and valuing such diversity the College demonstrates to its students the richness to be gained from an inclusive perspective that takes into account varying viewpoints arising from, or influenced by, different cultures, economic and social backgrounds, and other life experiences;

WHEREAS, this fully informed perspective is essential to developing well-educated and enlightened students as they prepare to become leaders and productive members of an increasingly pluralistic and complex global society and economy;

WHEREAS, in recognition of these facts, in June of 2010 President Benson established a *President's Commission on Diversity, Access, Equity and Inclusion* and directed that Commission to develop a Strategic Plan for Diversity at the College;

WHEREAS, in furtherance of the President's directive, the Commission reviewed and analyzed existing information on diversity at the College, conducted focus groups, solicited additional relevant information from various offices and individuals and received comments and suggestions from students, faculty, and staff during the various informational diversity town hall meetings and collected and reviewed diversity strategic plans from various institutions throughout the country;

WHEREAS, upon the Commission's completion of a draft of the College Diversity Strategic Plan it was presented to key campus constituents for their review and feedback, including the Faculty Senate, Provost's Academic Council, Student Government Association and the Athletic Department, and the draft Plan was also shared with external constituencies through the President's Community Advisory Board; and

WHEREAS, upon the review and evaluation of all comments received, and after making appropriate modifications to the Plan in recognition of such comments, the President has presented to the Board and has recommended the adoption of the attached Diversity Strategic Plan, the first such Plan in the history of the College.

NOW THEREFORE BE IT - - -

RESOLVED, that the Board hereby approves the Diversity Strategic Plan of the College of Charleston dated April 20, 2012, attached to this Resolution and incorporated herein by this reference;

RESOLVED, that the President is hereby authorized and directed to do all things necessary and appropriate to implement the Plan and to further its purposes and intent;

RESOLVED, that the President shall present to the Board for its further consideration, and as part of management's annual budget presentation, the estimated expenditures that will be incurred for implementing the Plan during the succeeding fiscal year and the major initiatives, efforts, programs and related matters that will be funded through such expenditures (the "Annual Action Plan");

RESOLVED, that at or near the same time as such annual budget presentation and submission of the Annual Action Plan, the President shall report to the Board on the progress made to implement the Plan for the then current fiscal year and prior fiscal years;

RESOLVED, that the Board's decision to fund part or all of an Action Plan shall be made annually as a part of management's annual budget proposal, and will be based on the Board's consideration of all other budget priorities and operating costs of the College and the amount of projected income and expenses for the relevant fiscal year; and

RESOLVED, that the Board commends the President and the Commission for the extensive effort, time commitment and thoughtful considerations that resulted in formulation and presentation of the Plan to the Board.
