2014-2017 Framework for Diversity:

A Renewed Vision & Framework for Diversity & Inclusion

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EDGEWOOD COLLEGE

MISSION

Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

IDENTITY

Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of learners that affirms both its Catholic heritage and its respect for other religious traditions. The liberal arts are the foundation of all our curricular offerings in the humanities, arts, sciences, and professional programs. Committed to excellence in teaching and learning, we seek to develop intellect, spirit, imagination, and heart. We welcome women and men who reflect the rich diversity of the world's cultures and perspectives. We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice and partnership.

VISION

To be a college of choice where students are transformed within a highly engaged, integrated learning community committed to personal fulfillment and the common good.

Introduction

Since the implementation of the 2009-2012 three-year plan to improve racial and ethnic diversity at Edgewood College, "Toward a Campus Climate of Inclusion," Edgewood College has made considerable progress toward cultivating a campus climate of inclusion. Stewarding diversity and inclusion is fundamental to fulfilling Edgewood's Sinsinawa Dominican Mission and at the heart of our College's identity. With the 2014-2017 Framework for Diversity, Edgewood is proud to share a new vision for diversity and inclusion, a rationale that is more inclusive and intentional in addressing some of the unique challenges and opportunities that exist at Edgewood College.

This publication renews Edgewood's commitment to diversity and inclusion, a topic that has been of long-standing importance to Edgewood College and our Sinsinawa Dominican Sisters. We hope to celebrate, acknowledge and build upon past efforts, while transforming Edgewood College into a truly inclusive higher education institution. This document provides the framework that is needed to strive for diversity and excellence, ensuring we are meeting the needs brought about by demographic shifts, continuing to advance in the areas of multicultural teaching and learning, and supporting our diverse community.

This comprehensive plan for diversity and inclusion has been strategically aligned with Edgewood's Strategic Plan and Academic Plan. Many of the goals from the 2012-2017 Strategic Plan and many of the strategies and priorities identified in the 2011-2016 Academic Plan are supported in this framework, and many offices and departments across campus will develop action plans to meet the goals outlined in these two foundational documents.

The 2014-2017 Framework for Diversity is designed to ensure we continue making intentional progress toward racial and ethnic equality, while simultaneously expanding the scope beyond race and ethnicity. This document is divided into four major sections: the plan overview, the challenges and opportunities that exist at Edgewood, the framework and call to action, and the planning templates.

It is exciting to share Edgewood's next iteration of inclusion planning and to have the full support of the President's Leadership Team, Deans' Council, and Edgewood President Daniel Carey.

Plan Overview: A Renewed Vision for Planning

Since 2009, 46 departments and schools throughout campus have participated in the annual inclusion planning process. Every spring semester, department Chairs and Directors worked alongside Deans and Vice Presidents to develop department-level plans that addressed two focus areas:

Strategy Area #1: A systematic approach to recruiting, developing, and retaining faculty, staff, student workers, and administrators who are of diverse racial and ethnic backgrounds and/or demonstrate awareness, knowledge, and skills that foster an inclusive campus climate.

Strategy Area #2: A systematic approach to recruiting, developing, retaining, and graduating students of diverse racial and ethnic backgrounds.

Both strategies were intentionally limited in scope and focused primarily upon domestic racial and ethnic diversity. This calculated decision to narrow the scope of planning was not intended to suggest that one dimension of diversity was more important or visible than another, but rather to address some of the gaps that existed at Edgewood College and to address the rapidly changing demographics in Dane County and Wisconsin. Leadership of the planning efforts resided ultimately with Chairs and Directors, and the implementation and assessment portion of the planning process was left to the leadership of the Inclusion Council.

Over the past few years, our campus community annually demonstrated their commitment to diversity through planning as campus members truly rolled up their sleeves and put ideas to paper. Creative projects and programming were developed, campus-wide training was offered, new academic programs and courses were developed, and new faces were brought to campus. Since 2009, members of the inclusion council provided feedback to and reviewed over 300 department level plans and progress reports. Concrete examples include:

1. The Mathematics Department created a free summer math precollege program that attracted many underrepresented high school students to Edgewood College. The math class introduced college-level math coursework to sophomores, juniors and seniors in high school and helped successfully prepare youth for college.
2. In 2011, the Admissions Office recruited the largest minority freshmen class in Edgewood's history, at nearly 20% undergraduate student diversity. Retention efforts also picked up in 2011, resulting in a 91% first year retention rate for the largest minority freshmen class.
3. In the fall of 2012, the School of Integrative Studies announced its new Ethnic Studies Major, the first discipline-specific major in the School of Integrative Studies. The major reinforced the College's commitment to diversity, social justice and multicultural teaching.
4. The Diversity Committee from the School of Education created Edgewood's Diversity Institute on Wheels. Fifty faculty and staff from Edgewood College gained a broader awareness and understanding of diversity and some of the unique challenges in our Madison Community.

5. In 2013, the Advancement Office renewed their commitment to funding the Community Scholars Program. This four-year full tuition scholarship program has been a key ingredient to the increased recruitment and retention of students of color.

As we embark on the next phase of inclusion planning, this framework will provide a new foundation and approach to strategic diversity planning. As a College, we will shift away from annual department-level planning, to three-year plans developed at the division level. The scope and definition of diversity and inclusion has also expanded beyond domestic race and ethnicity, to include any traditionally underrepresented group in higher education. Some examples of traditionally underrepresented groups include, but are not limited to, students with a disability; students from immigrant families; international students; LGBTQ students; nontraditional aged students; students from racial and ethnic minority groups; students who are religious minorities; veteran students; and women students, especially women in STEM fields (sciences, technology, engineering, and math). With the extended scope of diversity, divisions across campus now have the flexibility to identify their focus area and develop a shared understanding of diversity and inclusion unique to their area.

These aforementioned changes to the planning approach are in response to the feedback received from previous inclusion planning efforts, qualitative and quantitative Campus Climate Survey data, and direct feedback from faculty and staff across campus. The Inclusion Council will continue to provide feedback to division inclusion plans and will serve as the primary coordinating unit for inclusion planning efforts; however, leadership and authority over inclusion planning will reside with the President's Leadership Team and the Director of Inclusion Implementation. The change in planning ownership is a strong indicator of significant progress toward achieving a campus climate of Inclusion and serves as a reminder that diversity and inclusion is at the heart of our mission.

The 2014-2017 Framework also identifies intermediate goals expected to be achieved within the next three years. These benchmark goals were established in the 2012-2017 Strategic Plan and are specific to ALANA recruitment, retention and graduation. This framework provides a specific call to action to meet these goals.

Finally, six unique challenges and opportunities have been identified for Divisions to address over the next three years using the inclusion planning template. Annual assessments will be completed to help measure progress toward achieving Division and College goals and advancing this vision.

Challenges & Opportunities

The Inclusion Planning Taskforce has identified six unique challenges and opportunities that must be addressed to continue cultivating a campus of inclusion. These challenges, specific to Edgewood, have been identified directly from the department inclusion planning process, the review of qualitative and quantitative data from the Campus Climate Survey, and feedback from the campus community. These six challenge areas support many of the goals and priorities outlined in the Strategic and Academic Plan and are the key to creating a pathway toward institutional change.

Challenge #1: Develop a shared understanding of diversity & inclusion and integrate diversity & inclusion into the work of your division and all aspects of the College.

Challenge #2: Increase Retention of & Support for Underrepresented Faculty and Staff.

Challenge #3: Increase Recruitment of Underrepresented Faculty and Staff.

Challenge #4: Increase Recruitment, Retention & Support for Underrepresented Students (Students at Edgewood include: traditional undergraduate, transfer, RAAD, Online, and Graduate)

Challenge #5: Create & Sustain an Inclusive and Healthy Working & Learning Climate.

Challenge #6: Engage the Broader Underrepresented Community in Dane County and South Central Wisconsin.

The Framework & Action Steps for 2014-2017

As we expand the scope of diversity beyond race and ethnicity, it is important that we continue to meet the rapidly changing demographics and address the specific needs of our surrounding communities. To remain a viable and civically responsible institution, with a committed mission to building a just and compassionate world, we must continue working toward addressing persistent achievement and financial gaps between white students and those of racially diverse backgrounds. The action steps below continue to advance campus efforts toward recruiting, retaining, and graduating students of color, as well as recruiting and retaining employees of racially diverse backgrounds. Many of the benchmark goals below are outlined in Edgewood's Strategic and Academic Plans, and both quantitative and qualitative data directly from the 2013 Campus Climate Survey further highlight the existence of unique challenges associated with recruiting and retaining students and employees from diverse racial backgrounds. Moreover, the 2013 Campus Climate Survey provides clear data that additional support on campus is needed for students who identify with the LGBTQ community. Finally, the survey data illustrates that some significant discrepancies exist in our student demographic data. For example, the number of employees who identified as military veterans in the Campus Climate Survey does not match the institutional data on record.

To address these unique challenges, the chart below (pgs. 9-11) calls for additional comprehensive plans from select offices and Vice Presidents. Comprehensive plans will be created and integrated into the 2014-2017 Framework for Diversity for the following areas:

- A recruitment plan to meet the strategic goal of a 22% ALANA student body by 2016-2017
- A recruitment plan to meet the strategic goal of a 16% ALANA faculty and staff body by 2016-2017
- A comprehensive plan to improve ALANA student retention to 80% by 2016-2017
- A comprehensive plan to improve ALANA student 4 year (42%) and 5 year (61%) graduation rates by 2016-2017
- A comprehensive plan to improve ALANA employee retention by 2016-2017
- A three-year financial plan to support diversity and inclusion initiatives
- An action plan to advance ALANA community partnerships in Dane County and South Central Wisconsin
- A plan to increase the support for LGBT students
- An action plan to accurately collect and record the diversity and demographics within our student and employee body

Challenge Area:	Action Step:	Develop		Consider		Implement		Assess	
		Lead	*Date*	*Lead*	*Date*	*Lead*	*Date*	*Lead*	*Date*
Challenge #1	Affirmation of the Diversity Action Plan	President's Leadership Team & Deans' Council	March 12, 2014	N/A	N/A	N/A	N/A	N/A	N/A
Challenge #1	Communication to Campus Community	Director of Inclusion Implementation	March 2014	N/A	N/A	Director of Inclusion Implementation	March 2014 Ongoing	Director of Inclusion Implementation	Spring 2017
Challenge #1	Leadership with authority and influence over implementation of the plan	President's Leadership Team + Director of Inclusion Implementation	Ongoing	N/A	N/A	Director of Inclusion Implementation	Ongoing	Director of Inclusion Implementation	Ongoing
Challenge #1	Division three-year plans that address all challenge areas	Vice Presidents	Spring/Summer 2014	N/A	N/A	Vice Presidents	Fall 2014	Vice Presidents	Spring 2017
Challenge #1	Provide feedback for division plans + Coordinate Annual Progress Updates from Divisions	Inclusion Council + Director of Inclusion Implementation	Feedback provided by Fall of 2014 Updates requested annually	N/A	N/A	Inclusion Council + Director of Inclusion Implementation	Summer 2014, Ongoing	Inclusion Council + Director of Inclusion Implementation	Annually
Challenge #1	Recommend an Infrastructure to Support D&I	Executive Vice President + Director of Inclusion Implementation	Spring 2014	PLT	Spring/Summer 2014	President's Leadership Team	TBD	Director of Inclusion Implementation	Spring 2017
Challenge #1	3 Year Financial Plan for Diversity & Inclusion Initiatives	Financial Analyst, Diversity Units + Staff from Advancement	Summer/Fall 2014	N/A	N/A	TBD	Fall 2014, Ongoing	Director of Inclusion Implementation	Spring 2017

Challenge Area:	Action Step:	Develop		Consider		Implement		Assess	
		Lead	*Date*	*Lead*	*Date*	*Lead*	*Date*	*Lead*	*Date*
Challenge #1	Action plan to accurately collect and record the diversity and demographics within our student and employee body	Director of Inclusion Implementation, Human Resources, Admissions & Institutional Research	Summer/Fall 2014	N/A	N/A	Director of Inclusion Implementation, Human Resources & Institutional Research	Summer 2014, Ongoing	Director of Inclusion Implementation	Spring 2017
Challenge #2	Plan to Improve ALANA Employee Retention by 2016-2017	Director Human Resources, Director of Inclusion Implementation	Summer/Fall 2014	N/A	N/A	Human Resources	Fall 2014, Ongoing	Director Human Resources, Director of Inclusion	Spring 2017
Challenge #3	Recruitment Plan to meet 16% ALANA employee diversity by 2016-2017	Director of Human Resources	Spring/Summer 2014	N/A	N/A	Human Resources	Fall 2014, Ongoing	Human Resources	Spring 2017
Challenge #4	Recruitment Plan to meet 22% ALANA student diversity by 2016-2017	Director of Admissions	Spring/Summer 2014	N/A	N/A	Admissions	Fall 2014, Ongoing	Admissions	Spring 2017
Challenge #4	Plan to Improve ALANA Student Retention by 2016-2017	Vice President of Student Development	Summer/Fall 2014	N/A	N/A	TBD	Fall 2014	Vice President of Student Development	Spring 2017
Challenge #4	Plan to Improve ALANA Graduation Rates by 2016-2017	Vice President of Academic Affairs & Vice President of Student Development	Summer/Fall 2014	N/A	N/A	TBD	Fall 2014	Vice President of Academic Affairs & Vice President of Student Life	Spring 2017

Challenge Area:	Action Step:	Develop		Consider		Implement		Assess	
		Lead	*Date*	*Lead*	*Date*	*Lead*	*Date*	*Lead*	*Date*
Challenge #4	Plan to increase LGBT Student Support	PLT, SAFE + CDI	Spring/Summer 2014	PLT	Spring/Summer 2014	President's Leadership Team	TBD	Director of Inclusion Implementation	Spring 2017
Challenge #5	Affirmation of Campus Climate Taskforce	PLT	Spring 2014	PLT	Summer 2014	N/A	N/A	N/A	N/A
Challenge #5	Monitor Campus Climate	Campus Climate Assessment Taskforce	Spring 2014	PLT	Summer 2014	Campus Climate Assessment Taskforce	Fall 2014, Ongoing	Campus Climate Assessment Taskforce	Spring 2017
Challenge #6	Plan to advance ALANA Community Partnerships in Dane County & South Central WI	Deans/VPS + Inclusion Council	Ongoing	N/A	N/A	Deans/VPS + Inclusion Council,	Fall 2014, Ongoing	Director of Inclusion Implementation	Spring 2017

Conclusion

As a Catholic college in the Dominican tradition, we are committed above all to the lifelong search for truth, pursued by men and women of all nationalities and backgrounds. All of us -- regardless of our personal spiritual beliefs -- are partners in the pursuit of a just and compassionate world. It is within this framework and planning efforts that we hope to strengthen and build upon our inclusion initiative and enrich the educational experience for all Edgewood community members. We hope this vision and framework serves as a catalyst for meaningful, lasting change, and continues to advance our strategic goal of inclusion.

Members of the Inclusion Planning Taskforce:

Scott Flanagan (Executive Sponsor), Executive Vice President
Tony Garcia (Chair), Director of Inclusion Implementation & Co-Director of the Center for Diversity and Inclusion
Kelly Mella (Co-chair), Associate Professor of Communication Studies
Amy Schiebel, Associate Professor of Chemistry, Geology, & Physics and Biological Sciences
Jerry Wonders-Tamez, Technology Specialist
Karen Martin, Executive Assistant of the Doctoral Program in Education
Kasey DeWitt, Assistant Director for Learning Support
Tim Slekar, Dean of the School of Education

Appendix A: Inclusion Concept Proposal

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Overview:

The Inclusion Concept Proposal serves as a tool for building collaboration and highlights some of the potential projects that your division is planning on including in your three-year inclusion plan. Your Concept Proposal should help prepare your Division to write a three-year division inclusion plan that addresses the different challenge areas needed to cultivate a campus climate of inclusion. Concept Proposals should be limited to no more than 2-3 pages in length and are due May 15th. Please use the following content below as a guide to creating your concept plan:

1. Project Narrative
   a. Shared Understanding of Diversity & Inclusion & Plan Focus
      i. Include your Division's shared understanding of diversity and inclusion in this section. If you do not have a shared understanding of diversity & inclusion, how does your division plan to reach a shared understanding?
      ii. When focusing on *underrepresented* groups, does your division have a narrow or broad definition of *underrepresented*? In other words, who is your target market?
   b. Goals and Indicators of Success
      i. What are the major goals/objectives that you would like to address in your three-year plan?
      ii. What are some of the indicators of success?
   c. Potential Projects
      i. Include in this narrative any potential projects that you intend to incorporate into your three-year plan to meet your goals.
      ii. Include any signature projects here.
2. Project Management
   a. Who is involved with the development of the three-year plan (e.g. Division Diversity Committee, Project Leader, etc.)?
   b. When do you plan on submitting your division three-year plan?
   c. Who will ensure the sustainability of your three-year plan?
   d. Who is responsible for submitting annual inclusion plan updates?
3. Questions for Consideration
   a. Are there any partners needed outside of your division to ensure your plan in successful?
   b. Are there specific areas where additional support from the Inclusion Council is needed in your plan development?
   c. How do you plan on making your division three-year plan a living document, as opposed to a plan that is created and then filed away on the bookshelf?

Appendix B: Division Plan for Inclusion Template

From: _____

    Division

Submitted by: _____

    Name of Vice-President

Date Submitted: _____

TIMELINES:

2-3 Page Concept Proposal: **Submit by May 15, 2014**
Three-Year Plan for Inclusion from Division: **Submit by the start of fall 2014**
Annual Progress Report from Division: **Submit annually during the summer**

In the fall of 2013, the Inclusion Planning Taskforce was charged with developing a process that would enable Edgewood College to institutionalize its efforts to cultivate a campus climate of inclusion. With input from campus members, the Taskforce identified six challenge areas for the entire campus to address. You can find the complete diversity-action plan on the Inclusion Council SharePoint site at: http://my.edgewood.edu/sites/committees/DVC/default.aspx

Since 2009, departments across campus were asked to create an annual plan for inclusion that would address how to recruit and retain ALANA employees and students, and simultaneously work on professional development throughout the campus community. The plan for inclusion had a narrow focus, limited to domestic race and ethnicity, and often times limited departments' creativity by requiring new plans annually. At times, department planning also reinforced operating within a silo and created a feeling of disconnect between units across campus.

It is the Taskforce's hope that the framework for the 2014-2017 Diversity Action Plan creates a more inclusive definition of diversity. The framework below provides the flexibility for each division to develop a shared understanding of diversity and to address the unique needs specific to the multiple divisions across campus.

For the 2014-2017 Inclusion Plan, we ask that divisions across campus draft a 3-year plan that addresses each of the following challenge areas:
1. **Develop a shared understanding of diversity & inclusion and integrate diversity & inclusion into the work of your division.**
2. **Increase Retention of & Support for Underrepresented Faculty and Staff.**
3. **Increase Recruitment of Underrepresented Faculty and Staff.**
4. **Increase Recruitment, Retention & Support for Underrepresented Students.**
5. **Create & Sustain an Inclusive and Healthy Working & Learning Climate.**
6. **Engage the Broader Underrepresented Community in Dane County & South Central Wisconsin, the Primary Communities We Serve.**

To ensure there is accountability and campus-wide participation, every division is required to submit a Plan for Inclusion that spells out clearly the projects and initiatives it plans to undertake over a course of three years. Vice Presidents are encouraged to establish a diversity committee that will take the lead in developing and implementing the unit-level plan. The President's Leadership Team will have ultimate authority over the implementation of the plan, and the Inclusion Council will review and provide feedback for each plan. Every division plan will be made public and posted to http://www.edgewood.edu/DiversityPlanning.

These instructions are designed to assist you in completing your plan and addressing the aforementioned challenges. We have tried to make the process easy to complete; however, if you need additional assistance, please contact Tony Garcia, Director of Inclusion Implementation, or any member of the Inclusion Council.

We encourage that each division take the following steps:
- Submit a 2-3 page concept plan for inclusion by May 15, 2014.
- Prior to submitting your concept plan, you may find it helpful to convene a special meeting to form a diversity committee and discuss the initiatives that you would like to include in your three-year plan.
- Complete the Plan for Inclusion Template (below) and submit to Tony Garcia. Feel free to also provide a narrative background about your division, including any signature initiatives, and any information you feel is pertinent to inclusion planning.
- Complete and submit the Annual Progress Report every summer.

Below you will find a ***Plan for Inclusion Template*** that will guide you through creating a three-year division plan that will address each of the six challenge areas.

Challenge #1

Develop a shared understanding of diversity & inclusion and a plan to integrate diversity & inclusion into the work of your division. *(Please answer the following questions in a narrative form)*

What do you see as the biggest obstacle to achieving inclusion in your division, and why?

[Type text]

Which challenge area(s) will help you significantly improve your division? Please elaborate.

[Type text]

How do you plan to develop and demonstrate a shared understanding of diversity and inclusion within your division?

[Type text]

What is your division's shared definition of diversity & inclusion?

[Type text]

Challenge #2:

Increase Retention & Support for Underrepresented Faculty and Staff.

A. **Project(s) to Address Challenge #2**: *(Please describe your project here and provide enough detail that a reader outside your division can clearly understand the project.)*

[Type text]

B. **Desired Outcome**: *(What are the project's intended effects and how will you know if your project is successful?)*

[Type text]

C. **Assistance Needed**: *(Describe the monetary and non-monetary resources, partnerships, data, and/or outreach that you need to complete your project).*

[Type text]

Please complete the following table to further define the steps you will take to implement your project. This is a *required* section to complete.

Action Steps	Lead responsibility or Point Person/Coordinator	Timeline

Challenge #3:

Increase Recruitment of Underrepresented Faculty and Staff.

    A. **Projects to Address Challenge #3**: *(Please describe your project here and provide enough detail that a reader outside your division can clearly understand the project.)*

[Type text]

    B. **Desired Outcome**: *(What are the project's intended effects and how will you know if your project is successful?)*

[Type text]

    C. **Assistance Needed**: *(Describe the monetary and non-monetary resources, partnerships, data, and/or outreach that you need to complete your project).*

[Type text]

Please complete the following table to further define the steps you will take to implement your project. This is a *required* section to complete.

Action Steps	Lead responsibility or Point Person/Coordinator	Timeline

Challenge #4:

Increase Recruitment, Retention & Support for Underrepresented Students. (Students at Edgewood Include: Traditional undergraduate, transfer, RAAD, Online, and Graduate)

A. **Projects to Address Challenge #4**: *(Please describe your project here and provide enough detail that a reader outside your division can clearly understand the project.)*

[Type text]

B. **Desired Outcome**: *(What are the project's intended effects and how will you know if your project is successful?)*

[Type text]

C. **Assistance Needed**: *(Describe the monetary and non-monetary resources, partnerships, data, and/or outreach that you need to complete your project).*

[Type text]

Please complete the following table to further define the steps you will take to implement your project. This is a *required* section to complete.

Action Steps	Lead responsibility or Point Person/Coordinator	Timeline

Challenge #5:

Create & Sustain an Inclusive and Healthy Working & Learning Climate.

A. **Projects to Address Challenge #5**: *(Please describe your project here and provide enough detail that a reader outside your division can clearly understand the project.)*

[Type text]

B. **Desired Outcome**: *(What are the project's intended effects and how will you know if your project is successful?)*

[Type text]

C. **Assistance Needed**: *(Describe the monetary and non-monetary resources, partnerships, data, and/or outreach that you need to complete your project).*

[Type text]

Please complete the following table to further define the steps you will take to implement your project. This is a *required* section to complete.

Action Steps	Lead responsibility or Point Person/Coordinator	Timeline

Challenge #6:

Engage the Broader Underrepresented Community in Dane County & South Central Wisconsin, the Primary Communities We Serve.

A. **Projects to Address Challenge #6**: *(Please describe your project here and provide enough detail that a reader outside your division can clearly understand the project.)*

[Type text]

B. **Desired Outcome**: *(What are the project's intended effects and how will you know if your project is successful?)*

[Type text]

C. **Assistance Needed**: *(Describe the monetary and non-monetary resources, partnerships, data, and/or outreach that you need to complete your project).*

[Type text]

Please complete the following table to further define the steps you will take to implement your project. This is a ***required*** section to complete.

Action Steps	Lead responsibility or Point Person/Coordinator	Timeline

Appendix C: Annual Progress Reporting Template

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From: _____

       Division

Submitted by: _____

       Name of Vice-President

Date Submitted: _____

TIMELINES:

Annual Progress Report from Division: **Submit *annually* during the summer**

Please refer to your 2014-2017 Division Plan for Inclusion when completing this annual progress report.

1. What specific actions did your Division take to reach and/or work toward the goals outlined in your three-year plan? *(Describe the results of these actions)*
   [Type text]

2. As a Division, were there any challenge areas that did not seem relevant to your work and/or any specific challenges that you found hard to address in a three-year plan? *(please explain in detail)*
   [Type text]

3. In what areas do you need additional partnerships/support from other divisions to meet your goals? What does this support look like?
   [Type text]

4. In what areas do you need additional support from the Inclusion Council to meet your goals? What does this support look like?
   [Type text]

5. What do you see as the most significant barrier in achieving the goals outlined in your plan?
   [Type text]

6. Please provide additional feedback and general comments that may be helpful for the inclusion council when coordinating this initiative.
   [Type text]

Appendix D: Inclusion Planning Project Examples

Appendix D provides a list of potential projects that may address the different challenge areas in your division three-year plan. This is not a comprehensive list and the projects below do not need to be included into your plan. This list serves as a tool to begin brainstorming different ideas as a division.

Challenge #1: Develop a Shared Understanding of Diversity & Inclusion and Integrate Diversity & Inclusion into the Work of Your Division and All Aspects of the College.

- Increase the level of philanthropic support for diversity and inclusion.
- Identify grant opportunities to support Diversity & Inclusion (D&I)
- Advertise/Market culturally relevant material on Edgewood.edu
- Incorporate non-traditional holidays and observances on Edgewood calendars.
- Incorporate diversity and inclusion/multicultural competence into performance review.
- Incorporate diversity and inclusion/multicultural competence into program and school reviews.
- Incorporate multiculturalism into new academic programs, majors & minors.
- Review current guidelines and policies and ensure DI& are incorporated into existing College policies.
- Monthly employee hiring reports.
- Develop a process to ensure equal access to promotion, tenure, and leadership for underrepresented faculty.
- Develop a process to ensure equal access to promotion and advancement for underrepresented staff and administrators.
- Create a Division Diversity Committee.

Challenge #2: Increase Retention of & Support for Underrepresented Faculty and Staff.

- Offer diversity training for all hiring chairs and managers.
- Invite an inclusion council member to serve on your search committee.
- Develop an onboarding process for all new employees that incorporates facets of diversity and inclusion.
- Provide training opportunities to develop understanding about differences in cultures and how these may impact work and your colleagues.
- Develop a formal mentoring program for junior Edgewood faculty and staff.
- Refer new ALANA faculty and staff to the ALANA Support Network.
- Form peer support groups for underrepresented faculty and staff.
- Create additional support networks/structures for new faculty and staff.

Challenge #3: Increase Recruitment of Underrepresented Faculty and Staff.

- Ensure division and school hiring practices are nondiscriminatory and include multiple perspectives.
- Limit the number of hiring waivers for an entire school/division.
- Implement processes and pursue practices to efficiently and effectively recruit underrepresented faculty and staff.
- Develop best practices for recruiting for diversity.
- Develop partnerships with doctoral programs to develop potential pipelines for future position openings.
- Establish diverse community contacts to help distribute position descriptions.
- Seek funding for tenure-track lines for faculty with expertise in multicultural studies and/or strengths in inclusion and diversity.
- Create a one-year rotating (annual) "Minority Visiting Scholar" program that departments and schools can use to recruit underrepresented faculty annually.

Challenge #4: Increase Recruitment, Retention & Support for Underrepresented Students.

- Develop scholarship opportunities to support underrepresented students.
- Increase the level of philanthropic support for scholarships for underrepresented students.
- Develop co-curricular activities and events that build community, and are culturally relevant.
- Cultivate partnerships with diverse community partners to enhance recruitment.
- Develop mentoring opportunities for underrepresented students.
- Enhance tutoring opportunities for students at risk academically

Challenge #5: Create & Sustain an Inclusive and Healthy Working & Learning Climate.

- Review classroom curriculum and ensure that it fosters diversity & inclusion.
- Develop curricular and co-curricular activities and practices that promote diversity & inclusion.
- Support innovative teaching approaches and pedagogies using nontraditional methods.
- Promote lifelong learning, encouraging faculty and staff to focus on professional development aimed at inclusion and multicultural competence.
- Ensure services and offices are ADA compliant, and when appropriate, literature is offered in multiple languages.
- Enhance curricula and academic programs to develop global and multicultural awareness, knowledge, and skills.
- Develop culturally relevant pedagogies.
- Organize training sessions for all employees regarding diversity and inclusion
- Establish a teaching colloquium to explore culturally relevant pedagogies.
- Ensure workloads for underrepresented staff and faculty within your division are balanced.

Challenge #6: Engage the Broader Underrepresented Community in Dane County and South Central Wisconsin, the Primary Communities we Serve.

- Develop precollege programming within a school and partner with community organizations to target underrepresented student populations.
- Partner with community organizations to host events on the Edgewood Campuses.
- Partner with and expand partnerships that create diverse and meaningful learning opportunities for students.
- Sponsor events in the community.
- Volunteer in the underrepresented community
- Develop outreach efforts among K-12 students.
- Explore opportunities for students to study issues of race and ethnicity in the United States.