

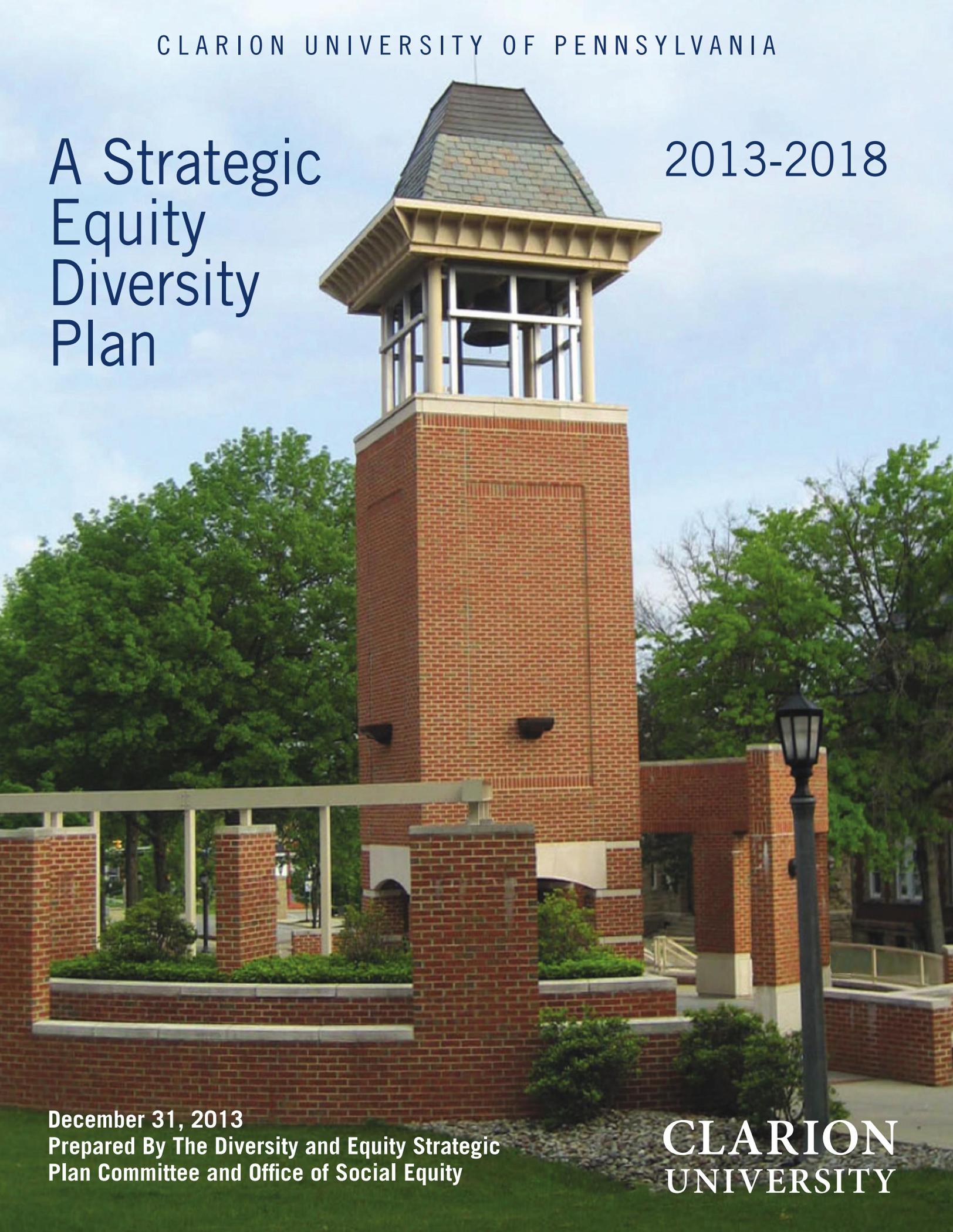
CLARION UNIVERSITY OF PENNSYLVANIA

A Strategic Equity Diversity Plan

2013-2018

December 31, 2013
Prepared By The Diversity and Equity Strategic
Plan Committee and Office of Social Equity

**CLARION
UNIVERSITY**



Strategic Equity Diversity Plan

2013-2018

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**Clarion University of PA
207 Carrier Administration Building
Clarion PA 16214**

<http://www.clarion.edu/social-equity>

Staff

**Jocelind Gant, Ph.D.
Assistant to the President
for Social Equity and
Associate Vice President for International Programs**

**Amy Salsgiver, M.A.
Executive Staff Assistant**

**Alexander Nadas
Student Assistant**

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A Strategic Plan for Equity and Diversity: 2013-2018

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Ms. Emily Aubele, Student Affairs Director of Venango College

Dr. Jerry Belloit, Professor of Real Estate and Finance

Ms. Stacy Boyer-Davis, Executive Staff Assistant

Dr. Rhonda Clark, Assistant Professor of Library Science

Ms. Vicky Clark, Director of Clarion University Art Gallery

Dr. Greg Goodman, Professor of Education

Dr. Janice Krueger, Associate Professor of Library Science

Dr. Myrna Kuehn, Professor of Communication

Dr. Terry Latour, Dean of Libraries

Dr. Robert Levy, Professor of Theatre

Ms. Jennifer May, Coordinator of Disability Support Services

Dr. Rachelle Prioleau, Professor of Communication

Mr. Ron Radaker, Learning Services Support Coordinator and Instructor

Dr. Christopher M. Reber, Executive Dean of Venango College

Dr. Karen Smith, Professor of English

Dr. Jocelynn Smrekar, Professor of Education

Mr. Todd Spaulding, Residence Life Coordinator

Dr. Susan Turell, Associate Provost

Dr. Joanne Washington, Professor of Communication

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Goal One: Institutional Climate and Inter-and Intra-Group Relations
Clarion University will foster an institutional climate and inter- and intra-group relations that are affirming of inclusivity.

Goal Two: Recruitment and Retention of a Diverse Student Body
Clarion University will recruit and retain a diverse student body that reflects CU commitment to inclusive excellence and student-centered learning.

Goal Three: Recruitment and Retention of a Diverse Workforce
Clarion University will recruit and retain a diverse workforce that reflects CU commitment to inclusive excellence.

Goal Four: Research and Scholarship
Clarion University will encourage research and scholarship that reflects an appreciation of cultural and social differences.

Goal Five: Curriculum and Pedagogy
Clarion University will encourage the development of curriculum and pedagogy that support trans-cultural and global competency.

Goal Six: Diversity of University Leadership
Clarion University will encourage diversity within the university leadership.

I. Forward

Message from Dr. Karen Whitney, President

Dear Colleagues and Students:

It is the mission of Clarion University to provide “transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments.” To that end, Clarion University seeks to create a culture of inclusion where differences of perspectives, cultures and gender identities are respected and valued.

I am especially pleased to share this plan, *A Strategic Plan for Equity and Diversity 2013-2018*, which is central to advancing the University’s mission, vision and core values. As such, this plan recognizes that our differing viewpoints, cultures, backgrounds and gender identities make for an intellectually robust and inclusive university in which to work, learn and succeed.

The plan and its goals are intended to transcend considerations of structural (numerical) diversity, and strategically engage us in a thoughtful, reflective and transformative process for acquiring the inclusive excellence that we seek. Moreover, each of us has a role in creating this culture of inclusion, and we must intentionally commit ourselves to the advancement of the goals, objectives and strategies that are offered by this plan.

I thank you for your commitment to and the time that you will devote to the University’s promotion of diversity and inclusive excellence.

Sincerely,

Karen M. Whitney

II. Executive Summary

Demographic projections coupled with scholarly research of the 21st century continue to make a compelling case for the reasons why diversity and excellence must be mutually inclusive core values of a university's mission. Consistent with the mission, vision and core values of Clarion University and informed by the publication of *AASCU/NASULG: Now is the Time: Meeting the Challenge for a Diverse Academy*¹, this plan serves as a thoughtful planning approach to strategically advance, integrate and assess diversity, equity and inclusive excellence in all aspects of the University's mission and ethos.

The Foreword and the Executive Summary introduce the plan. The subject areas comprise: Clarion University Mission, Vision and Core Values; Clarion University's Statement on Diversity and Equity; Diversity as a Compelling Interest: The Rationale; The Diversity Challenge: Local and National Context; The Clarion University Profile: A Structural Snapshot; Baseline Assessment and Goals; and The Centers of Responsibility: A Reflective Analysis.

The subject area of "Diversity as a Compelling Interest" articulates the economic and democratic imperatives for the advancement of diversity, offers a definition of diversity, and advances an argument in support of diversity and inclusion as core values of the University's mission. The following section on the "Diversity Challenge: Local and National Context" calls attention to fundamental questions and considerations that must receive institutional priority given the geographical challenges that are endemic to most rural institutions such as Clarion in their efforts to recruit and retain diverse underrepresented and underserved populations.

"Clarion University's Profile: A structural Snapshot" delineates a quantitative snapshot of the University's representation of students and employees by gender and ethnicity. Tables 1 - 5, 7 - 9 and 11 - 13 are specific to the student representation (access and success) while Tables 6 and 10 are specific

¹ American Association of State Colleges & Universities and the National Association of State Universities and Land-Grant Colleges (2005). *Now is the Time: Meeting the Challenge for a Diverse Academy*.

to the employee representation. Tables 8-13 present a comparison between Clarion and PA State System of Higher Education (PASSHE).

The Baseline Assessment sets forth an informal and a formal evaluative process for the campus-wide assessment of diversity and inclusive excellence especially as reflected via the six strategic goals that are articulated as part of the plan. The six goals consisting of: Institutional Climate and Inter-and Intra-Group Relations; Recruitment and Retention of a Diverse Student Body; Recruitment and Retention of a Diverse Workforce; Research and Scholarship; Curriculum and Pedagogy; and Diversity of University Leadership are intended to inform the strategic action plans that must be addressed by each college, division, unit and department in order to enhance and maximize diversity, equity and inclusion in the critical areas of campus climate, recruitment and retention, research and scholarship, curriculum and pedagogy; and leadership.

The Appendix of the plan, *The Centers of Responsibility: A Reflective Analysis*, which is modeled after *Now is the Time: Meeting the Challenge for a Diverse Academy*, utilizes reflective questions as a tool to achieve the intended outcomes of the plan.

The plan includes a framework to monitor both quantitatively and qualitatively the University's progress over the next five years. In agreement with each goal and/or strategy, each division, college, unit or department is expected to establish its action items with measurable outcomes integrated into the unit's own strategic plan.

III. Clarion University Mission, Vision, Core Values and Diversity Statement

Clarion University Mission:

Clarion University provides transformative, lifelong learning opportunities through innovative, nationally recognized programs delivered in inclusive, student-centered environments.

Clarion University Vision:

Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners.

Clarion University Core Values:

- learning;
- accomplishment;
- encouragement;
- diversity;
- civility;
- civic engagement;
- public higher education.

Clarion University: Statement on Diversity and Equity

In keeping with its mission and core values, Clarion University reaffirms its commitment to diversity and equity as integral parts of educational excellence and civic engagement.

Clarion University and its members embrace their responsibility to cultivate and sustain an academic community that is characterized by a mutual understanding of a shared sense of purpose, commitment to core values, and respect for a diversity of cultures, perspectives, backgrounds and experiences.

Clarion University and its members are expected to advance equitable practices and policies that support the full inclusion of all its constituents and, above all, preserve the dignity of all of its members.

Clarion University and its members recognize that the university's pursuit of excellence is predicated upon its obligation to ensure that these shared values and equitable practices are sustained through all of its available resources. These resources include but are not limited to curricular and co-curricular programs and business practices.

IV. Diversity as a Compelling Interest: The Rationale

Clarion University of Pennsylvania strives to accomplish its mission and core values related to diversity and equity while maintaining academic excellence and promoting civic engagement. As prominently noted by Sandra Day O'Connor, "This Court has long recognized that education is the very foundation of good citizenship, and for this reason, the diffusion of knowledge and opportunity through public higher education must be accessible to all individuals....It is essential if the dream of one nation is to be realized." (qtd. in Sandra Day O'Connor)²

Clarion University of Pennsylvania recognizes and supports the compelling need to expand the focus and framework in creating a definition of diversity that is central to its mission. As evidenced by the various identity and affinity groups on campus, a paradigm shift is necessary in order to be more current, global, and inclusive. At Clarion University, diversity is fundamental to the creation of a campus culture of inclusion. As such, this plan broadly defines diversity as differences among individuals and groups along dimensions of inter-generational, ethnicity, race, gender, religion, sexual orientation, gender identity, veteran, and socio economic status. The expansion of a more global view of diversity will enhance and further the Clarion University mission to achieve academic and inclusive excellence.

Academic and Inclusive Excellence

"Experience in diverse and international environments is an indispensable aspect of quality education for today's global society."³ By fostering a more diverse campus, students, faculty and staff will benefit by encountering a broader perspective of society. This promotes an environment for new directions in scholarship and research as well as interactions with individuals whose core values may differ from one's own. A diverse and inclusive campus fosters more complex thinking, as the entire university community engages in the demands and realities of the global society.

Economic Imperative

As the demographics of higher education continue to expand, so too does the workplace environment. As the numbers of employment opportunities continue to grow, higher education must provide the

² See Grutter v. Bollinger. 2003.

³ See James A. Anderson, with Forward by Ronald A. Crutcher, *Driving Change Through Diversity and Globalization: Transformative Leadership in the Academy*, (Sterling, VA: Stylus Publishing, 2008), 42-43; George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success* (San Francisco: Jossey Bass, A Wiley Imprint, 2005), 53-55.

academic excellence to this diverse student population to assure educational, employment and economic success. According to the U.S. Department of Labor, 14 million jobs are projected from 2004-2014 that will be filled by people that have earned bachelor's or higher degrees and who will be entering the job force for the first time.⁴ It is imperative that institutions of higher education recognize the challenge of preparing young adults for a variety of employment opportunities.

In facing the global market, diversity within the workforce is an integral component as it demands individuals with cross-cultural backgrounds and experiences. The U.S. Department of Labor estimates that by 2020, the projected population of the workforce will vary by race in comparison to 2010 to include: 79% being white as compared to 81% in 2010; black workers will remain at 12%; Asian workers will increase from 5% to 6%; and all others will increase from 2 to 3%. In addition, by 2020, 68% of all men are expected to be in the workforce, while 57% of women, which is at a higher growth projection than males. The Asian working population is currently growing at the fastest rate of any other race, with a growth of 2.7% projected for 2020. The Hispanic labor force is growing faster than any other ethnic groups at an increased rate of 3% to a total estimate of 19% for 2020.⁵ These calculations impress upon institutions of higher education the crucial role of diversity. The growing number of individuals from various backgrounds, ethnic and racial groups must have successful educational experiences and the access to the benefits of higher education to be competitors in the market for future job opportunities.

Democratic Imperative

In order to protect and maintain our democratic system of government, the education of fervent citizens is a necessity. The national defense of our country depends on having a core of diverse and well-educated military officers, as well as civilians. Research has shown that there is a definite relationship between diversity, civic engagement, and cognitive development.⁶ According to Hurtado, at institutions where diversity is part of the mission, students are more culturally aware, more interested in the social issues and political process, and more likely to vote. At campuses that have a diversity requirement students are better prepared to live in a diverse democracy.

Challenges

While it is recognized that creating a diverse population that is similar to the national trends is difficult in a rural setting such as Clarion, Pennsylvania, the University strives to meet this challenge. With a

⁴ Olivia Crosby, Roger Moncarz, *The 2004-14 Job Outlook for College Graduates* (U.S. Department of Labor), Fall 2006, 42-57.

⁵ U.S. Department of Labor, *Charting the Projections 2010-2020: A Special Issue*, Winter 2011-12, 26-32.

⁶ Hurtado, Sylvia, *Preparing College Students for a Diverse Democracy*, (Final Report, OERI, Field Initiated Studies Program, Ann Arbor, MI, Center for the Study of Higher and Postsecondary Education), 2003.

student population of over 6,500, Clarion proudly acknowledges that students come from over 45 states and 31 countries to make up its demographic diversity. Although the Clarion University data on student diversity models that of the national trends with regards to the working population from 2010, as previously noted, the areas that are most lacking fall within the Asian population and Black, Non-Hispanic. Clarion recognizes that these equity gaps are institutional priorities as demonstrated by the University's current recruitment and retention efforts.

In addition to the challenges from the student profile perspective, Clarion University recognizes that with a diverse student population, the individual needs and abilities of students will vary dramatically. Therefore, another challenge is to seize this opportunity to address student needs by providing effective programs and services to successfully support diversity among student learners. In reaching the more diverse populations of first-generation, low-income, adult learners, students with disabilities, international students, minority students, and those less prepared, etc., Clarion seeks to contribute to their academic success, graduation and ultimately their transition to successful careers within the global society. Initiatives among support services, programming for underrepresented populations, financial aid training, and commitments to retention and graduation rates are targeted areas for improvement in order to achieve success in meeting the needs of diverse learners.

In summary, the creation of a more diverse population among the campus community is imperative for college students in today's society. This will not only benefit students personally within the campus community, but it will also impact the quality in which higher education institutions are preparing these students to become leaders within the global society. A compelling need for diversity among campuses has critical implications for the direct educational impact, economic success and ultimately the vitality of this nation's democracy.

V. The Diversity Challenge: Local and National Context

As an institution of higher education, Clarion understands that achieving and maintaining a diverse campus population is not only ethical but also necessary for our mission to prepare students to participate in a multicultural and global society. Clarion recognizes that the world is more connected across cultural, ethnic, racial and religious planes than ever before, and there is every reason to believe that this interconnectedness and interdependency will continue to grow and strengthen. Clarion's success depends on the ability of its constituencies, both as individuals and as a community, to interface with diverse constituencies in a manner that affirms the inherent dignity of all regardless of individual differences.

From a local perspective, there are two areas that are believed to be critical to the discussion of diversity at Clarion University: the recruitment and retention of underrepresented students, faculty, and staff; and the cultivation of healthy and just relationships across a diverse spectrum. The reflective questions on recruitment and retention of underrepresented groups, and campus climate (Appendix) are intended to guide and inform the action items taken by each unit or department in addressing these two critical areas.

VI. Clarion University's Profile: A Structural Snapshot

Diversity Snapshot of the University with Current Data

As of Fall 2012, there are 2,285 male students and 4,235 female students enrolled at the University. The ethnic composition for the entire student body, a total of 6,520 students, as shown in Table 1 below:

Table 1: Student Population by Ethnicity (2007 – 2012, Fall Semesters Only)

| TOTAL UNIVERSITY | Fall 2007 | | Fall 2008 | | Fall 2009 | | Fall 2010 | | Fall 2011 | | Fall 2012 | |
|-----------------------------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
| | N | % | N | % | N | % | N | % | N | % | N | % |
| Black, Non-Hispanic | 328 | 4.8% | 375 | 5.3% | 402 | 5.5% | 416 | 5.69% | 407 | 5.82% | 357 | 5.48% |
| Asian or Pacific Islander | 60 | 0.9% | 45 | 0.63% | 53 | 0.7% | 51 | 0.70% | 80 | 1.14% | 67 | 1.03% |
| Hispanic | 59 | 0.9% | 67 | 0.94% | 64 | 0.9% | 69 | 0.94% | 91 | 1.30% | 101 | 1.55% |
| American Indian or Alaskan Native | 13 | 0.2% | 20 | 0.28% | 22 | 0.3% | 23 | 0.31% | 11 | 0.16% | 9 | 0.14% |
| International | 66 | 1.0% | 67 | 0.94% | 68 | 0.9% | 47 | 0.64% | - | - | - | - |
| White, Non-Hispanic | 6246 | 91.9% | 6459 | 90.97% | 6530 | 88.9% | 6225 | 85.10% | 5954 | 85.20% | 5617 | 86.15% |
| Multi-Racial | - | - | - | - | - | - | - | - | 93 | 1.33% | 100 | 1.53% |
| Not Specified | 23 | 0.3% | 67 | 0.94% | 207 | 2.8% | 484 | 6.62% | 352 | 5.05% | 269 | 4.12% |
| TOTAL | 6795 | 100.0% | 7100 | 100.0% | 7346 | 100.0% | 7315 | 100.0% | 6988 | 100.0% | 6520 | 100.0% |

Beginning Fall 2011, the PASSHE State System no longer collects Student Population by Ethnicity data on international students.

Tables showing the ethnic distribution according to gender are available and generally reflect the same trend as the university data in Tables 2. Some differences, though, are noted between the percentage of male Black, Non-Hispanic students in the total student population (7.4%) and female, Black, Non-Hispanic students (4.5%) and between the percentages of male, White, Non-Hispanic students (85.0%) and female, White, Non-Hispanic students (86.2%) (University Fact Book, Gender and Race of All Students, 2012-2013).

As with the total university population, tables showing the ethnic distribution according to gender are available and generally reflect the same trend as the total population data. Some differences, though,

are noted again between the same groups mentioned previously. The percentage of male, Black-Non-Hispanic undergrads (7.9%) and female, Black, Non-Hispanic undergrads (5.0%) shows a greater difference than other ethnic groups. Likewise, the percentage of male, White, Non-Hispanic undergrads (85.6%) and the female, White, Non-Hispanic undergrads (88.2%) shows a greater difference than other ethnic groups. Ethnic distribution according to gender for the graduate population closely resembles the ethnic composition for the entire graduate population. The greater difference is found between the genders since approximately 80% of the graduate student composition is female with 20% being male (University Fact Book, Gender and Race of All Students, 2012-2013).

Table 2: Undergraduate and Graduate Students by Ethnicity (Fall 2011 & 2012)

| | Fall 2011 | | | | Fall 2012 | | | |
|-----------------------------------|---------------|--------|----------|--------|---------------|--------|----------|--------|
| | Undergraduate | | Graduate | | Undergraduate | | Graduate | |
| Black, Non-Hispanic | N=380; | 6.5% | N=27; | 2.4% | N=334 | 6.0% | N=23 | 2.3% |
| Asian or Pacific Islander | N=64; | 1.1% | N=16; | 1.4% | N=47 | 0.9% | N=20 | 2.0% |
| Hispanic | N=69; | 1.2% | N=22; | 2.0% | N=83 | 1.5% | N=18 | 1.8% |
| American Indian or Alaskan Native | N=10; | 0.2% | N=1; | 0.1% | N=8 | 0.1% | N=1 | 0.1% |
| White, Non-Hispanic | N=5081; | 86.5% | N=873; | 78.5% | N=4818 | 87.2% | N=799 | 80.2% |
| Multi-Racial | N=87; | 1.5% | N=6; | 0.5% | N=90 | 1.6% | N=10 | 1.0% |
| Not Specified | N=185; | 3.1% | N=167; | 15.0% | N=144 | 2.6% | N=125 | 12.6% |
| Total | N=5876; | 100.0% | N=1112; | 100.0% | N=5524 | 100.0% | N=996 | 100.0% |

FTIC Retention and Graduation Rates

Current data for first time, baccalaureate degree-seeking freshman shows retention information at various stages. For example, the most recent data for first-time, full-time, baccalaureate-seeking freshman who continued to the fourth year of study (in 2008) demonstrates much lower figures for non-white students than for white students (see Table 3). Cumulative graduation rates in 4 years or less time for 2007 show additional patterns of disparity (see Table 4). (University Fact Book, First-time, Full-time, Baccalaureate Degree-seeking Freshman, 2012-2013).

**Table 3 : Retention Rates (2008 Cohort Data) Table 4: Four-Year Graduation Rates (2007 Cohort Data)
FTIC, Full-Time, Baccalaureate-Seeking Freshman**

| Clarion University Retention Entering Year Four 2008 | | Clarion University Four-Year Graduation Rate 2007 | |
|---|--------------|--|--------------|
| Total | 55.1% | Total | 32.3% |
| Female | 57.5% | Female | 36.9% |
| Male | 51.9% | Male | 25.2% |
| Black | 39.0% | Black | 16.7% |
| White | 57.9% | White | 33.2% |
| Hispanic | 26.7% | Hispanic | 30.8% |
| Asian | 37.5% | Asian | 33.3% |
| American Indian | 0.0% | American Indian | 0.0% |
| International | 40.00% | International | 0.0% |
| White Male | 66.1% | White Male | 26.2% |
| White Female | 60.8% | White Female | 38.2% |
| Black Male | 45.3% | Black Male | 14.0% |
| Black Female | 33.9% | Black Female | 19.5% |

Majors

Data demonstrates that White, Non-Hispanic students are generally distributed throughout the various majors offered at Clarion. Black, Non-Hispanic students show the next largest distribution of majors. Degree programs having five or more students are: Biology, Liberal Studies, Mass Media Arts & Journalism, Psychology, Sociology, Accounting, Finance, International Business, Management, Marketing, Early Childhood, Early Childhood/Sped, Master of Science in Library Science (MSLS), Rehabilitative Sciences, Nursing, Medical Imaging, Liberal Studies, Student Affairs, and Undecided. Associate degree programs having 5 or more Black, Non-Hispanic students are: ASAA and Allied Health. Other ethnic groups do not show 5 or more students in any major except for the Master of Science in Library Science (MSLS) program. In addition to Black, Non-Hispanic students, five or more Hispanic and Asian/Pacific Islander students are enrolled in the MSLS program (University Fact Book, Majors by Race and Gender, 2011-2012).

Clarion Employees and Ethnicity

Table 5: University Employees Representation by Ethnicity (Fall 2011)

| Clarion University Employees | Female | | Male | |
|-------------------------------------|---------------|----------------|-------------|----------------|
| Asian | 5 | 1.21% | 8 | 2.36% |
| Black or African American | 10 | 2.17% | 14 | 4.13% |
| Native American | 1 | 0.24% | 0 | 0.00% |
| Hispanic | 3 | 0.73% | 6 | 1.77% |
| Multi-racial | 3 | 0.73% | 0 | 0.00% |
| NRA | 5 | 1.21% | 0 | 0.00% |
| Unknown | 42 | 10.17% | 36 | 10.62% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0 | 0.00% |
| White | 345 | 83.54% | 275 | 81.12% |
| Total | 414 | 100.00% | 339 | 100.00% |

Ethnic composition is available for the following job classifications: instructional faculty, non-instructional faculty, executive/managerial/administrative, other professional, secretarial/clerical, technical/paraprofessional, service/maintenance, and crafts (University Fact Book, Employees by Job Classification, Race and Gender, 2011-2012). Data for instructional faculty by department and gender indicates that genders are almost equivalent at the associate professor rank (University Fact Book, Instructional Faculty Headcount and FTE by College, 2011-2012).

Diversity Snapshot of Clarion University in the PASSHE Context

The State System Fact Book for 2009-10 first-time freshman data by ethnicity demonstrates African Americans to be the largest ethnic minority at Clarion (see Table 6) (State System Fact Book, 2009-10, Table A.8 Applications, Acceptances, and Enrollments, by University and Race, Fall 2009).

Table 6: Clarion University First-Time Freshman Admissions Information by Ethnicity (Fall 2009)

| Applicants | African Americans | Native Americans | Asians | Latino |
|--------------|-------------------|------------------|--------|--------|
| Applications | 612 | 14 | 64 | 78 |
| Acceptances | 278 | 12 | 42 | 47 |
| Enrollments | 119 | 5 | 14 | 12 |
| % Accepted | 45.4% | 86% | 66% | 60.2% |
| % Enrolled | 19.4% | 35.7% | 21.9% | 15.4% |

Analysis of PASSHE-wide application and acceptance rates reveals differences for various ethnic groups (see Table 7). Compared to PASSHE system-wide figures, Clarion accepted Native American minority students in much higher percentages relative to application numbers than in the PASSHE system as a whole, while rates of acceptance for African Americans, Asians, and Latinos were generally in line with PASSHE figures (State System Fact Book, 2009-10, Table A.8 Applications, Acceptances, and Enrollments, by University and Race, Fall 2009).

Table 7: Comparison of Clarion University to PASSHE System Acceptance Rates by Ethnicity (Fall 2009)

| Applicants | Percent of Applicants Accepted (Fall 2009) | |
|-------------------|--|--------|
| | Clarion | PASSHE |
| African Americans | 45.4 | 41.8 |
| Native Americans | 85.7 | 56.5 |
| Asians | 65.6 | 63.7 |
| Latino | 60.3 | 57.9 |

The percentage of accepted students who subsequently enrolled was higher than PASSHE-wide rates, with the exception of Latinos (see Table 8). African Americans enrolled in substantially higher rates compared to the system-wide data.

Table 8: Comparison of Clarion University to PASSHE Enrollment Rates by Ethnicity (Fall 2009)

| Applicants | Percent of Accepted that Enrolled (Fall 2009) | |
|-------------------|---|--------|
| | Clarion | PASSHE |
| African Americans | 42.8 | 28.9 |
| Native Americans | 41.7 | 37.4 |
| Asians | 33.3 | 25.6 |
| Latino | 25.5 | 31.6 |

Distinctions among first-time freshman applications, acceptances, and enrollments can also be viewed by PA resident/non-resident breakdowns. The vast majority of applications in all categories derive from the state of Pennsylvania. Percentages of acceptance and enrollments for African Americans and Native Americans follow generally in line with the patterns demonstrated for the total entering freshman class. Asian percentages (77.3% accepted, 38.2% enrolled) and Latino percentages (66.7% accepted, 34.4% enrolled) show a higher rate of acceptance and enrollment than non-resident figures (State System Fact Book 2009-10).

Employee Ethnicity Compared

The largest ethnic minority reported in employment figures for 2009 and 2010 is African American and Asian, respectively (See Table 9). In the reported faculty numbers, Clarion employed the third lowest number of African Americans and Asians in the State System for both time periods. Lock Haven, Mansfield and Cheyney also ranked lower than Clarion in terms of overall faculty numbers. These figures fall generally in line with Clarion's overall faculty size, which is the fourth lowest. The only campuses with a smaller faculty than Clarion's that enrolled a higher number of African American and Asian faculty, respectively, were Cheyney and Lock Haven.

Figures are also available for Hispanic, American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, Asians, Whites, Non-Resident Aliens, and Multi-Racial and Unknown. Eight job classifications are available.

Table 9: African-American Faculty, by Gender, by State System (Fall 2009 and Fall 2010)

| Campus | African-American Female Faculty | | | | African-American Male Faculty | | | | Asian Female Faculty | | | | Asian Male Faculty | | | |
|------------------|---------------------------------|-----------|------------|-----------|-------------------------------|-----------|------------|-----------|----------------------|-----------|------------|-----------|--------------------|-----------|------------|-----------|
| | Fall 2009 | | Fall 2010 | | Fall 2009 | | Fall 2010 | | Fall 2009 | | Fall 2010 | | Fall 2009 | | Fall 2010 | |
| Bloomsburg | 5 | 3% | 3 | 2% | 13 | 5% | 12 | 5% | 7 | 4% | 7 | 4% | 18 | 7% | 20 | 8% |
| California | 12 | 8% | 12 | 8% | 11 | 7% | 9 | 6% | 4 | 3% | 3 | 2% | 8 | 5% | 8 | 5% |
| Cheyney | 23 | 56% | 21 | 53% | 29 | 69% | 31 | 67% | 7 | 17% | 6 | 15% | 2 | 5% | 3 | 7% |
| Clarion | 3 | 2% | 3 | 2% | 9 | 7% | 9 | 7% | 4 | 3% | 4 | 3% | 7 | 5% | 7 | 5% |
| East Stroudsburg | 13 | 8% | 9 | 5% | 11 | 6% | 7 | 4% | 8 | 5% | 8 | 5% | 14 | 8% | 13 | 8% |
| Edinboro | 8 | 5% | 8 | 5% | 7 | 4% | 7 | 4% | 2 | 1% | 3 | 2% | 3 | 2% | 2 | 1% |
| Indiana | 10 | 3% | 9 | 3% | 14 | 4% | 16 | 4% | 17 | 5% | 16 | 5% | 31 | 9% | 32 | 9% |
| Kutztown | 7 | 3% | 7 | 3% | 10 | 4% | 9 | 4% | 11 | 5% | 13 | 6% | 19 | 7% | 18 | 7% |
| Lock Haven | 4 | 3% | 4 | 3% | 3 | 2% | 3 | 2% | 8 | 6% | 7 | 6% | 9 | 6% | 9 | 7% |
| Mansfield | 2 | 2% | 2 | 2% | 2 | 2% | 2 | 2% | 2 | 2% | 2 | 2% | 7 | 8% | 7 | 8% |
| Millersville | 7 | 5% | 6 | 4% | 10 | 6% | 8 | 5% | 6 | 4% | 6 | 4% | 11 | 6% | 11 | 7% |
| Shippensburg | 7 | 5% | 7 | 4% | 7 | 4% | 8 | 4% | 12 | 8% | 12 | 8% | 8 | 4% | 9 | 5% |
| Slippery Rock | 5 | 3% | 6 | 3% | 9 | 5% | 7 | 4% | 12 | 7% | 12 | 6% | 13 | 7% | 13 | 7% |
| West Chester | 16 | 5% | 18 | 5% | 19 | 7% | 16 | 6% | 16 | 5% | 16 | 5% | 14 | 5% | 14 | 5% |
| Total | 122 | 5% | 115 | 5% | 154 | 6% | 144 | 5% | 116 | 5% | 115 | 5% | 164 | 6% | 166 | 6% |

The percentages above represent the minority faculty by gender as compared to the total faculty by gender by institution and in total.

Degrees Awarded

The PA Department of Education website provides insight into degrees awarded among diverse populations. Of special note is Clarion’s relatively high number of associate degrees in the system (see Table 10). While male/female rates were more evenly balanced in 2009-10 than those of the system, the number of any ethnic group other than white (non-Hispanic) was low in both Clarion and system numbers (PA Department of Education, Completions awarded by category, level of program, gender and race, 2009-10, http://www.education.state.pa.us/portal/server.pt/community/higher_education/8684.)

**Table 10: Associate’s Degrees Awarded by Race, by Gender
Clarion University as Compared to the PASSHE System (2009)**

| Associate’s Degree | | | | |
|---------------------------------|---------|--------|--------|--------|
| Ethnicity | Clarion | | PASSHE | |
| | Male | Female | Male | Female |
| Black (Non-Hispanic) | 1 | 1 | 1 | 7 |
| American Indian/Alaskan Native | 0 | 0 | 0 | 1 |
| Asian/Pacific Islander | 0 | 0 | 1 | 0 |
| Hispanic | 0 | 0 | 2 | 4 |
| White (Non-Hispanic) | 61 | 51 | 144 | 193 |
| Race/Ethnicity Unknown | 0 | 1 | 2 | 4 |
| Total | 62 | 53 | 150 | 209 |
| Total Students | 2702 | 4644 | 48,564 | 68,371 |
| Percentage of Population | 2.30% | 1.14% | 0.31% | 0.31% |

Information on bachelor programs shows relatively balanced numbers of males and females in black (non-Hispanic) students, as opposed to a predominance of white females over males (see Table 11). Other ethnic groups appeared in such low numbers; it is difficult to note trends.

**Table 11: Bachelor’s Degrees Awarded by Race, by Gender
Clarion University as Compared to the PASSHE System (2009)**

| Bachelor’s Degree | | | | |
|---------------------------------|---------|--------|--------|--------|
| Ethnicity | Clarion | | PASSHE | |
| | Male | Female | Male | Female |
| Black (Non-Hispanic) | 24 | 21 | 465 | 650 |
| American Indian/Alaskan Native | 0 | 2 | 11 | 24 |
| Asian/Pacific Islander | 2 | 5 | 85 | 114 |
| Hispanic | 1 | 4 | 143 | 238 |
| White (Non-Hispanic) | 306 | 515 | 6209 | 9333 |
| Race/Ethnicity Unknown | 0 | 3 | 289 | 371 |
| Total | 333 | 550 | 7202 | 10,730 |
| Total Students | 2702 | 4644 | 48,564 | 68,371 |
| Percentage of Population | 12.30% | 12.00% | 15.00% | 16.00% |

At the Master’s degree level, white females far outnumbered white males (see Table 12). Numbers of all other ethnic groups were very low compared to white.

**Table 12: Master’s Degrees Awarded by Race, by Gender
Clarion University as Compared to the PASSHE System (2009)**

| Master’s Degree | | | | |
|---------------------------------------|----------------|--------|---------------|--------|
| Ethnicity | Clarion | | PASSHE | |
| | Male | Female | Male | Female |
| Black (Non-Hispanic) | 3 | 10 | 96 | 136 |
| American Indian/Alaskan Native | 0 | 0 | 7 | 1 |
| Asian/Pacific Islander | 1 | 1 | 19 | 35 |
| Hispanic | 0 | 6 | 29 | 59 |
| White (Non-Hispanic) | 76 | 265 | 1342 | 3059 |
| Race/Ethnicity Unknown | 0 | 3 | 127 | 162 |
| Total | 80 | 285 | 1620 | 3452 |
| Total Students | 2702 | 4644 | 48,564 | 68,371 |
| Percentage of Population | 3.00% | 6.00% | 3.00% | 5.00% |

VII. Baseline Assessment

Part One: Informal Self-Assessment

- Ask each constituency to conduct a self-assessment through discussion(s) of reflective questions during the next full semester after finalization and distribution of the Diversity/Equity strategic plan. (see attached for reflective questions)
- By the end of that semester, each group will be asked to submit a one page summary of their self-assessment to Social Equity office.
- As part of these discussions, we will provide brief directions to the groups. They will be asked to consider the following to frame their discussions:
 - To conduct a process that is inclusive and representative of all voices within their area
 - To consider issues of diversity/equity of both visible and invisible underrepresented groups

Part Two: Equity Scorecard Process

- Clarion is participating in PASSHE's system-wide initiative. The team was formed and trained in spring 2012. This is a two year process, which should conclude by December 2013.

VIII. APPENDIX A: The Centers of Responsibility: A Reflective Analysis

1. *Presidents/Chancellors*

Recruitment

- What expectations have I communicated to the RC Managers and other leaders regarding advancing institutional diversity?
- Have I made resources available to advance the institutional diversity goals?
- Does my hiring record demonstrate my commitment to diversity?

Retention

- Do I receive reports on students, faculty and staff of color who choose to leave our institution?
- Have I been a mentor to the people of color who report to me?
- Have I led meaningful conversations with campus leaders about the experiences of our students, faculty and staff of color?

Partnerships

- Do I initiate discussions with the governing board about institutional strengths and progress in advancing diversity?
- How do I support K-12 systems attended by students of color?
- How do my development efforts support the advancement of our institutional diversity goals?
- How do I encourage business and industry collaboration to strengthen the pipeline of students, faculty and staff of color?

Campus Climate

- Is my office warm and welcoming to all?
- Does our institution regularly assess our campus climate for diversity?

- How do I contribute to a positive campus climate for diversity?
- How have I communicated my expectation that discrimination will not be tolerated?
- What steps have I taken to ensure that the publications, presentations, and every day communications from my office are inclusive?

Professional Development

- Do I recognize my biases and/or stereotypes and work to challenge them?
- In my state and national activities, do I encourage discussions to enhance our understanding of diversity?
- Do I recommend and encourage the participation of people of color on campus committees and on state and national boards and committees for which I participate?

Assessment

- Does our assessment/evaluation of senior administrators include criteria related to diversification of their program areas?
- Has our Governing Board provided guidelines or goals for enhancing the diversity of our campus?
- Does our budget process incorporate incentives for those who institute diversity initiatives?
- Are we keeping data that will give us a longitudinal synopsis of our progress on enhancing diversity through recruitment, retention partnerships, campus climate, professional development and assessment?

2. Academic Affairs

Recruitment

- Do I hold those reporting to me responsible for diversity outcomes in student enrollment, retention and graduation and in faculty hiring and promotion?
- What do I do to support outreach programs that encourage students of color to pursue higher education?
- Does my hiring record demonstrate progress in achieving a more diverse faculty and staff?
- How does the institution maximize scholarships and financial aid to enhance the diversity of the student body?

Retention

- How do I support the academic success of all students?
- Do I monitor the retention, achievement and graduation rates of students of color?
- How do I support the retention and success of faculty of color?
- Do I monitor the retention and promotion rate of faculty of color?

Partnerships

- How do I work with the K-12 systems in districts with large populations of students of color?
- Do I promote collaboration with Historically Black Colleges and Universities, Hispanic Serving Institutions and Native American Institutions?
- Is our institution working with industry and government to prepare our students for work in a global economy?
- Have I established institutional structures to facilitate the success of faculty and students of color?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?

- Does our institution regularly assess our campus climate for diversity?
- Have I clearly communicated my expectations that discrimination will not be tolerated?
- Am I confident that all graduates have been exposed to global and diversity issues and experiences across the curriculum?
- Are those who report to me reflective of a diverse institution?
- How does the university reflect and support multiculturalism?

Professional Development

- Do I recognize my biases and/or stereotypes and work to challenge them?
- Do I provide professional development opportunities for faculty and staff in the area of diversity?
- Do I expect all administrators who report to me to participate in and require new faculty and staff to participate in diversity education and training?
- Do I lead conversations at professional meetings which raise issues about diversity in higher education and in my discipline?

Assessment

- How often and to what extent do I evaluate our measurements of diversity-related achievements?
- How do I utilize data regarding diversity-related achievements in strategic planning?
- How do I reward faculty and staff for achieving goals related to diversity?

3. Student Affairs

Recruitment

- Is racial diversity evident across staff at all levels in my division? How do I achieve and maintain that diversity?
- Do our programs and services reach out to all students?
- Do I volunteer or participate in programming for K-12 schools where diverse students attend?
- How do I reach out to minority students? To all minority students?

Retention

- Do I know the retention patterns and trends across all racial groups of students? How do I utilize that information for goal-setting and program development and enhancement?
- Does our unit have programs specifically targeted to identification of and academic support services for students who are struggling and who have different learning styles and social systems?
- How do I motivate high achievement across all students?
- Do I know and incorporate best practices for minority students retention, achievement and graduation in our programs and services?

Partnerships

- Do I belong to groups whose membership and programs are or historically have been racially exclusive? If so, how have I fostered the value of diversity within those groups?
- Do I ignore the issue of race and treat and serve everyone on the same basis?
- Do I know the resources available for students and staff of color in our community?
- Do I encourage the creation of diversity activities when I participate with partners off campus?
- Are there role models in our community that could assist our students and staff of color?

Campus Climate

- Do I engage in conversation or difficult dialogues about race?
- How is diversity reflected as a value across all members of the division?
- How do I respond when I hear a racially disparaging comment or stereotype from colleagues?
Do I respond differently if the individual or group is of a different race? How?
- How do I respond when I observe the lack of diversity in major institutional programs, services and systems of recognition? Do I foster change?
- Do I know where to go for help if I feel I have been treated differently on the basis of race?
Would that place vary depending upon whether the experience was inside or outside the classroom?
- How do we foster intercultural engagement across social affinity student groups?
- How do we recognize and celebrate diversity?

Professional Development

- How do I develop co-curricular programs that appeal across a broad spectrum of diverse students?
- How do I foster intercultural student engagement? How often do I do this?
- How do I foster cultural competence across staff and students in my division? Is diversity training required or infused in orientation of all new faculty, staff and students? What is the nature and availability of such training?
- How do we build or assure diversity competence across all staff in my division?
- How do I engage professional staff in dialogues about race?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of financial aid concerns for our students of color?
- Am I tracking the students that I serve to make sure I am serving students of color?
- Do I examine what programs seem to benefit students of color? Do I examine which ones students of color are not accessing?

4. Athletics

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps are we taking to address any disparity that may exist?

Retention

- What efforts does our unit undertake to support students in the completion of their educational objectives? What have I done to support such efforts?
- Does our unit provide opportunities for mentoring or professional development? Do I assist my colleagues in identifying and meeting their professional objectives?
- Are there disparities in the retention/graduation rates of students who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?
- Am I a participant in these programs?

- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?
- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- What efforts has our unit undertaken to create an inclusive environment both within our unit and in our institution? Have I participated in such efforts?
- Do our websites and publications reflect our institution's commitment to diversity?

Professional Development

- Do I participate in conversations that challenge my bias and/or stereotypes?
- Do I encourage and participate in discussions at professional meetings that raise issues about diversity and intercollegiate athletics?
- Do the professional development of programs offered in my unit address issues of diversity?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessments?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments?
- How has our unit responded to the results of such assessments?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?

5. Finance & Administration

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps are we taking to address any disparity that may exist?
- Do our vendors and suppliers reflect the diversity of our locality, state, region, or the nation?

Retention

- How do I support the retention and success of staff of color?
- Are there financial barriers to participation in programs or services provided by our unit? Are there ways that such barriers can be lessened or eliminated?
- Does our unit provide opportunities for mentoring or professional development? Do I assist my colleagues in identifying and meeting their professional objectives?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?
- Am I a participant in these programs?

- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?

Campus Climate

- Is the environment that I control warm and welcoming to all?
- Have I communicated my expectation that discrimination will not be tolerated?
- What efforts has our unit undertaken to create an inclusive environment both within our unit and in our institution? Have I participated in such efforts?
- Do our websites and publications reflect our institution's commitment to diversity?

Professional Development

- Do I participate in conversations that challenge my bias and /or stereotypes?
- Do I lead and participate in conversations at professional meetings that address issues of diversity in higher education and in my profession?
- Does my unit provide professional development opportunities in the area of diversity? Do I participate in such activities and expect those who report to me to do likewise?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments? How has our unit responded to the results of such assessments?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?

6. University Relations

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps have I taken to address any disparity that may exist?
- Do the vendors and suppliers that I contract with reflect the diversity of our locality, state, region or the nation?

Retention

- What efforts does our unit undertake to support the retention and success of staff of color? What have I done to support such efforts?
- Does our unit provide opportunities for mentoring or professional development and how do I assist my colleagues in identifying and meeting their professional objectives?
- Are there financial barriers to participation in programs or services provided by our unit? Are there ways that such barriers can be lessened or eliminated?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?

- Am I a participant in these programs?
- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?
- Is our unit working with industry and government to enhance the climate for diversity at our institution?

Campus Climate

- Is my office warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- Have I communicated my expectation that discrimination will not be tolerated?
- What efforts have I undertaken to create an inclusive environment both within our unit and in our institution?
- Do our websites and publications reflect our institution's commitment to diversity?

Professional Development

- Do I participate in conversations that challenge my bias and /or stereotypes?
- Do I lead and participate in conversations at professional meetings that address issues of diversity in higher education and in my profession?
- Does my unit provide professional development opportunities in the area of diversity? Do I participate in such activities and expect those who report to me to do likewise?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments? How has our unit responded to the results of such assessments?

- Does our unit regularly assess the climate for diversity in the local community? How does our unit communicate and respond to the results of such assessment?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?

7. Council of Trustees and Advisory Boards

Recruitment

- What diversity expectations has the Board conveyed to the President/Chancellor relating to students, administrators, faculty and staff of color?
- Does our budget provide sufficient resources to meet those expectations regarding diversity in hiring and enrollment?
- How do university policies maximize scholarships and financial aid to enhance the diversity of our student body?

Retention

- How does the Board monitor the retention, achievement and graduation rates of students of color?
- How does the Board monitor the retention, promotion and tenure of administrators, faculty and staff of color?

Partnerships

- Have I used my professional network to advance institutional diversity goals?
- Do I make myself available and support our development efforts that are focused on diversity?
- Have I encouraged our business and industry partners to consider partnerships to enhance diversity and career development of students?

Campus Climate

- Have I had meaningful conversations with Board members about institutional diversity?
- How do I contribute to a positive campus climate for diversity?
- Do I know if there are parts of our institutional systems that limit or discourage people of color?

Professional Development

- In my participation on the Board, do I encourage discussions to enhance our understanding of institutional achievements and issues relating to diversity?

Assessment

- Does the Board consider the possible impact of its proposed policies on institutional diversity?
- Does the Board regularly review institutional efforts and progress in meeting its goals relating to diversity?
- How does the Board hold the President/Chancellor accountable for advancing diversity?

8. Deans

Recruitment

- What outreach efforts does our unit undertake to encourage K-12 students to consider the possibility of pursuing a college education? How do I participate in these initiatives?
- Does our unit reflect the diversity of our locality, state, region or the nation?
- What outreach efforts does our unit undertake to encourage persons who are members of racial/ethnic groups that are underrepresented in our unit to seek employment in our unit? How have I contributed to the recruitment of such individuals?
- Do the organizations, committees, groups and entities supported by our unit reflect the diversity of our institution? What steps have I taken to address any disparity that may exist?
- Do the vendors and suppliers that I contract with reflect the diversity of our locality, state, region or the nation?

Retention

- What efforts does our unit undertake to support the retention and success of staff of color? What have I done to support such efforts?
- Does our unit provide opportunities for mentoring or professional development and how do I assist my colleagues in identifying and meeting their professional objectives?
- Are there financial barriers to participation in programs or services provided by our unit? Are there ways that such barriers can be lessened or eliminated?
- Are there disparities in the retention/promotion rates of employees in our unit who are members of racial/ethnic groups that are underrepresented in our institution? What efforts are being undertaken by our unit to address such disparity?

Partnerships

- Does our unit collaborate or partner with other units or organizations to support and enhance our institution's diversity efforts?
- Do the organizations or entities of which I am a part have programs to enhance diversity?

- Am I a participant in these programs?
- Does our unit collaborate or partner with organizations whose members are from racial/ethnic groups that are underrepresented in our unit or institution?
- Is our unit working with industry and government to enhance the climate for diversity at our institution?

Campus Climate

- Is my office warm and welcoming to all?
- How do I contribute to a positive campus climate for diversity?
- Have I communicated my expectation that discrimination will not be tolerated?
- What efforts have I undertaken to create an inclusive environment both within our unit and in our institution?
- Do our websites and publications reflect our institution's commitment to diversity?

Professional Development

- Do I participate in conversations that challenge my bias and /or stereotypes?
- Do I lead and participate in conversations at professional meetings that address issues of diversity in higher education and in my profession?
- Does my unit provide professional development opportunities in the area of diversity? Do I participate in such activities and expect those who report to me to do likewise?

Assessment

- Does our unit regularly assess the demographics of our staff, volunteers and participants in programs and services offered by our unit? How does our unit respond to the results of such assessment?
- Does our unit regularly assess the climate for diversity within our unit and in the programs and services offered by our unit? Have I participated in such assessments? How has our unit responded to the results of such assessments?

- Does our unit regularly assess the climate for diversity in the local community? How does our unit communicate and respond to the results of such assessment?
- How does our unit assess the effectiveness of its efforts to enhance diversity?
- Has our unit made a positive contribution to our institution's diversity efforts?

9. Faculty

Recruitment

- What outreach programs do I participate in to engage students in the possibility of going to college? How can I be engaged in these programs?
- What partnerships exist with K-12 public and private schools? What might I contribute to these partnerships?
- How can I develop ways to meet diverse students and share with them the benefits of attending college? What stereotypes keep me from knowing more about diverse students and keep diverse students from knowing more about me?
- Do I communicate with my admissions office about ways to connect my interests/research/expertise/travels with their goals of increasing diversity on campus?
- What are the financial barriers for diverse students? What ways can I work to remove these barriers?

Retention

- How do I create an environment that encourages students to remain committed to completing their college education?
- What have I done to create a warm and welcoming environment for all students? Have I volunteered to mentor a student, participate in diversity committees or programming?
- Do I reach out to students who seem isolated or struggling with our campus? What keeps me from engaging in meaningful conversations about the college experience of our students?
- Do I know the depth of services offered by our campus to assist students who need assistance that I am not qualified to provide?

Partnerships

- How could my activities with partners off campus embrace our commitment to diversity on campus?
- Do the businesses and community organizations with whom I work have diversity programs that could attract diverse students to our campus? Could I serve as a mentor/friend in one of these programs?
- Are there scholarships available from my partners that could assist in removing financial barriers to college? Are there funds for work study/assistantships?
- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all students?
- Do I speak up when hurtful or racist words are spoken by those with whom I interact?
- Do I notice when students of color are not included in decisions that directly impact them?
- Have I reached out to include diverse colleagues and students in all my personal and professional activities?
- Does our campus promote diverse programming in which students/faculty/staff interact and learn about each other?
- Are there institutional structures that limit or discourage students of color from being successful on campus?

Professional Development

- Do I participate in conversations that challenge my bias and /or stereotypes?
- Have I reflected on my practice and policies to examine where I may be exclusive of all?
- What discussions have I participated in at my professional meetings which raise issues about diversity in our profession?
- Have I examined the content of the curriculum to assure that it is inclusive of all?

- Are the educational practices of my institution sensitive to the learning needs of all individuals?
- Do I know the efforts on campus to enhance the teaching and learning environments and do I participate in or promote those efforts?
- Have I voiced my concerns about increasing the numbers of diverse higher education leaders/faculty/staff through support and encouragement by all areas of the campus?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of how financial aid (including college scholarships) is awarded?
- Have I conducted any research to examine university data on diversity?
- Does our university government affairs office monitor legislative support for diversity?
- Have I examined the diversity data/reports about my campus? Do they provide me with an accurate and thorough assessment?
- Have I read the reports of the educational contributions that all students receive when they learn in a diverse environment?
- Do I understand the economic impact of diversity?

10. Staff

Recruitment

- Do I participate in community activities where I could engage students of color in the possibility of going to college?
- What partnerships exist with K-12 public and private schools? What might I contribute to these partnerships?
- How can I develop ways to meet diverse students and share with them the benefits of attending college? What stereotypes keep me from knowing more about diverse students and keep diverse students from knowing more about me?
- What ways can I work to improve the process in my office?

Retention

- How do I encourage students to remain committed to completing their college education?
- What have I done to create a warm and welcoming environment for all students in my work space? Have I volunteered to mentor a student, participate in diversity committees or programming?
- Do I reach out to students who seem isolated or struggling with our campus? What keeps me from engaging in meaningful conversations about the college experience of our students?
- Do I know the depth of services offered by our campus to assist students who need assistance?

Partnerships

- How could my activities with partners off campus embrace our commitment to diversity on campus?
- Do the businesses and community organizations with whom I work have diversity programs that could attract diverse students to our campus? Could I serve as a mentor/friend in one of these programs?
- Are there scholarships available from my partners that could assist in removing financial barriers to college? Are there funds for work study/assistantships?

- Are there role models in my partnerships who could assist students in navigating career opportunities/internships while they are completing their degree?

Campus Climate

- Is the environment that I control warm and welcoming to all students?
- Do I speak up when hurtful or racist words are spoken by those with whom I interact?
- Do I notice when students of color are not included in decisions that directly impact them?
- Have I reached out to include diverse colleagues and students in all my personal and professional activities?
- Does our campus promote diverse programming in which students/faculty/staff interact and learn about each other?
- Are there institutional structures that limit or discourage students of color from being successful on campus?

Professional Development

- Do I participate in conversations that challenge my bias and /or stereotypes?
- Have I reflected on my practice and policies to examine where I may be exclusive of all?
- What discussions have I participated in at my professional meetings which raise issues about diversity in our profession/position?
- Have I examined the content of the programs offered in my unit to assure that it is inclusive of all?
- Are my practices sensitive to differences in cultural understanding?
- Have I voiced my concerns about increasing the numbers of diverse higher education leaders/faculty/staff through support and encouragement by all areas of the campus?

Assessment

- Do I know what the access and enrollment issues are for students on my campus?
- Am I aware of how financial aid (including college scholarships) is awarded?

- Have I conducted any evaluations of our programming to examine the impact on students of color?
- Do I know what legislation would support our diversity efforts?
- Have I examined the diversity data/reports about my campus? Do they provide me with an accurate and thorough assessment?
- Have I read the reports of the educational contributions that all students receive when they learn in a diverse environment?
- Do I understand the economic impact of diversity on our community, state and nation?

11. Faculty Senate

Recruitment

- What diversity expectations has ~~the Board~~ Faculty Senate conveyed to the President/Chancellor relating to students, administrators, faculty and staff of color?
- How do university policies maximize scholarships and financial aid to enhance the diversity of our student body?

Retention

- How does Faculty Senate monitor the retention, achievement and graduation rates of students of color?
- How does Faculty Senate monitor the retention, promotion and tenure of administrators, faculty and staff of color?

Partnerships

- Have I used my professional network to advance institutional diversity goals?
- Do I make myself available and support our development efforts that are focused on diversity?
- Have I encouraged our business and industry partners to consider partnerships to enhance diversity and career development of students?

Campus Climate

- Have I had meaningful conversations with Faculty Senate members about institutional diversity?
- How do I contribute to a positive campus climate for diversity?
- Do I know if there are parts of our institutional systems that limit or discourage people of color?

Professional Development

- In my participation on Faculty Senate, do I encourage discussions to enhance our understanding of institutional achievements and issues relating to diversity?

Assessment

- Does Faculty Senate consider the possible impact of its proposed policies on institutional diversity?
- Does Faculty Senate regularly review institutional efforts and progress in meeting its goals relating to diversity?
- How does Faculty Senate hold the President/Chancellor accountable for advancing diversity?

12. Student Senate

Recruitment

- What activities have I participated in that will help encourage students of color to attend college?
- Do the student organizations that I am active in do any programs in the K-12 systems that provide information about going to college to schools with large populations of diverse students?
- Do I know students who might consider coming to college if I were to mentor them about the possibility and assist them with the application process?
- Are there pre-college programs on our campus which help students of color to attend college? Have I considered volunteering to help these groups?

Retention

- What retention strategies have I used (can I use) to enhance the diversity of our student body?
- Am I aware of the support systems that are in place to meet the unique needs that diverse students bring to our campus? What gaps still exist? Where are we performing best?
- Is there a student mentoring program on our campus and if so, how can I get involved?
- What does my student organization do to enhance the retention rates of students of color? How can we get more involved?

Partnerships

- What partnerships can our student organization become active in which would embrace our commitment to diversity?
- Does my student organization invite professionals to campus who can be role models for our students of color?
- Does my student organization partner with Historically Black Colleges, Hispanic Serving Institutions, or Native American Colleges to learn more about these higher education institutions?

Campus Climate

- Who are the students who feel most culturally safe in our campus community? Who are the students who feel most unsafe?
- What specific initiatives have I pursued to enhance the climate for diversity on our campus?
- What approaches do I use to facilitate positive interaction and communication among diverse groups of students on our campus?
- Is our student organization office warm and welcoming for all students?
- Are students of color represented in leadership roles in our organization?
- Do I speak up when students of color are not represented in decisions that directly impact them?

Professional Development

- Have my studies here prepared me to work collaboratively with diverse individuals?
- Do I attend programs that highlight other cultures?
- Have I visited places where I would be considered a minority?
- Can I honestly say that my understanding of diversity has grown during my time in college? If not, what will I do about it?

Assessment

- Do I keep my student organization apprised of the access and enrollment issues of students of color on our campus?
- Have we collected data on how well our organization is serving students of color?
- Does our university have a diversity plan and what contribution can our student organization make to achieve the goals of the plan?

13. Black Caucus, Presidential Commissions and Other Diversity Interest Groups

Recruitment

- What diversity expectations has the group conveyed to the President/Chancellor relating to students, administrators, faculty and staff of color?
- Does the budget provide sufficient resources to enact the recommendations regarding diversity in hiring and enrollment?
- How do university policies maximize scholarships and financial aid to enhance the diversity of our student body?

Retention

- How do these groups contribute to the retention, achievement and graduation rates of students of color?
- How do these groups contribute to the retention, promotion and tenure of administrators, faculty and staff of color?

Partnerships

- Have members of the group used my professional network to advance institutional diversity goals?
- Do members of the group make themselves available and support our development efforts that are focused on diversity?
- Have members of the group encouraged our business and industry partners to consider partnerships to enhance diversity and career development of students?

Campus Climate

- Have I had meaningful conversations with other members and interest groups about institutional diversity?
- How do I contribute to a positive campus climate for diversity?
- Do I know if there are parts of our institutional systems that limit or discourage people of color?

Professional Development

- In my participation on the Caucus/Commission, do I encourage discussions to enhance our understanding of institutional achievements and issues relating to diversity?
- In my participation on the Caucus/Commission, do I encourage discussions to enhance our understanding of intersectionality?

Assessment

- Do the Caucus/Commissions consider the possible impact of its proposed policies on institutional diversity?
- Do the Caucus/Commissions regularly review institutional efforts and progress in meeting its goals relating to diversity?
- How does the group hold the President/Chancellor accountable for advancing diversity?