



Lewis & Clark College

Approved by Executive Council on April 4, 2017

Committee on Diversity and Inclusion¹ Action Plan (CDI Action Plan)

Preamble:

A diverse community is characterized by the presence and participation of people who vary from each other in terms of age, color, ethnicity, gender/gender identity/gender expression, embodiment (e.g., body type and/or appearance), language, national origin, race, religion/spirituality, sexual orientation, ability status, and socio-economic status/social class.² A truly diverse community recognizes that the members within any particular grouping do not all share the same social, political or religious perspectives or ideas. This reality applies when the members are from underrepresented groups and when they are not. Inclusion characterizes a community in which a variety of diverse perspectives and ideas are respectfully engaged and the culture, policies and practices strive ultimately to benefit all in a community. Inclusion does not entail the assimilation of differing perspectives into any dominant perspective.

Diversity and inclusion must be woven within a climate in which there is a commonality that comes from working together to effect meaningful policies and actions. We must demonstrate a congruent commitment to our own institutional non-discrimination policy³ as well as state and federal laws.

We must acknowledge and learn from our past to understand and support individuals and groups who are historically and/or systemically—socially, politically and economically—marginalized and/or disenfranchised. To advance this cause at Lewis & Clark College, our vision is for the College of Arts and Sciences (CAS), the Law School (Law), and the Graduate School of Education and Counseling (GSEC) (collectively, the College) to be a welcoming, safe, diverse, and inclusive community. Beyond representational diversity, we aim to promote inclusion and understanding through respectful, collaborative, and civil discourse and action.

¹ A statement of the CDI's mission and objectives is contained in the appendix.

² This list is not intended to be exhaustive. We recognize that the listed dimensions of human experience can and will change.

³ <https://www.lclark.edu/live/profiles/3660-discrimination-harassment-and-hate--or>



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The Plan:

This CDI Action Plan (the Plan) derives from information solicited and/or collected by the College from the 2013 Walk The Talk student organization, the 2015 Committee on Diversity and Inclusion (CDI) listening forum, notes taken from the 2015 forum organized by students affiliated with LC Black Lives Matter, and data collected from an online submission survey.⁴ The Plan also derives from the collective knowledge and experience of members of the CDI, gathered during meetings conducted over the past two years.

The Plan is separated into foci that emerged from the various inputs. The foci are prioritized according to the frequency with which they were raised in the inputs,⁵ with the exception of data collection, analysis and sharing, which is listed first as a general priority related to all the rest. The foci may evolve and change as we continue to gather information from additional surveys and a larger campus-wide climate survey to be conducted by an independent organization during the 2016 – 2017 academic year. While the frequency with which issues are articulated can be a measure of consensus, the CDI understands that specific policies and practices of the institution may have differential impacts on specific groups. The CDI will use a series of mechanisms, including climate surveys, to identify the policies and practices that have such differential impacts. In the implementation of the 2016-2017 campus-wide climate study, we plan to have a series of questions that address the lived campus experience of those from marginalized and/or disenfranchised groups.

The foci are divided into immediate action items and longer term action items. The CDI expects that work on the immediate action items will begin during the summer or fall of 2016 and the items will be completed by the end of fall 2016 or spring 2017. The CDI or the Dean of Diversity and Inclusion (DDI) will begin many of the longer term action items in the summer or fall of 2016. Timelines for other longer term action items will be set as part of the process of creating the diversity strategic plan described below. The CDI and DDI acknowledge that continued⁶ institutional transformation toward equity takes a great deal of time, intentionality and careful planning. To that end, we also acknowledge that we must be flexible and move at the speed of trust as we embark on these changes.

⁴ The data collected from the 2015 CDI Listening Forum, the 2015 forum conducted by students affiliated with LC Black Lives Matter, and the online submission survey can be found on the L&C diversity webpage.

⁵ Please note that multiple identical responses from the same person were counted only once.

⁶ We recognize that the L&C community began the process of institutional transformation toward equity before the CDI created this plan. We honor those community members who tirelessly engaged in this work of transformation prior to this plan.



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In addition to having an independent organization conduct a campus-wide climate survey, the CDI will create a Diversity Strategic Plan (Diversity Plan). The CDI will conduct open work sessions over the summer and into the fall of 2017 and expects to have a draft of the Diversity Plan by the fall of 2017. This plan will establish concrete goals and timelines for addressing institutional challenges concerning diversity and inclusion identified by the College community. The Diversity Plan will incorporate many of the action items contained within this Action Plan.

The President acknowledges the challenges we face in building a more diverse and inclusive campus and is committed to the College addressing the challenges as soon as possible. For this reason, the President asked the CDI to create an Action Plan to be implemented while more comprehensive and longer term goals are identified and discussed as part of the longer process of creating an effective and informed Diversity Plan. One aspect of creating a comprehensive Diversity Plan is the necessary quantitative and qualitative data collection that must precede such a plan. This Action Plan is designed to address the need for immediate action on some items, the need for data collection and the need to start the process of creating a more comprehensive and deliberative long term plan. Our institution needs such a plan not only to serve our students, but to do our part in creating future civic leaders who can use the skills gained at Lewis & Clark to serve their community and to overcome the complex challenges facing their generation and the generations to come.

Diversity and Inclusion Foci

- I. Data Collection and Analysis, Data Use, and Data Sharing
- II. Diverse Perspectives in Curricular and Co-Curricular Areas
- III. Communication and Transparency
- IV. Diversity in the Hiring and Retention of Faculty and Staff
- V. Diversity in the Student Body
- VI. Improving Student Safety and Support
- VII. Professional Development
- VIII. Fostering a Culture of Empowerment that Collectively Resists Insensitive and/or Oppressive Words and Actions

Appendix



I. Data Collection and Analysis, Data Use, and Data Sharing

The Challenge

In order to effect institutional or programmatic change, it is necessary to understand as completely as possible the nature of the challenges needing to be addressed and the barriers to addressing the challenges. As previously stated, the CDI obtained information from a variety of sources prior to creating this Action Plan. This information serves as a useful starting point for obtaining the necessary understanding of the challenges that we face. However, information obtained in this way can be anecdotal, non-specific and confined by a specific time frame. To adequately address the depth and breadth of our institutional challenge, the CDI needs to augment the anecdotal information with as much specific and verifiable data as possible. Further, the CDI must continue to obtain the data on a regular basis so that the College can continually use that feedback to improve its strategies. The CDI and the DDI will use this data to inform our Diversity Plan and provide a roadmap and timeline for addressing various diversity challenges.

The Actions Needed

| Immediate Action Items—Data Collection and Analysis, Data Use, and Data Sharing |
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| <p>1. Data Collection and Analysis In the fall of 2016, retain a respected contractor, who specializes in this area, to conduct a campus climate survey. Collaborate with the Deans at the three schools to conduct forums each semester for the College community members to provide feedback to relevant administrators on campus diversity. Conduct an annual assessment of safety conditions on campus in order to identify any areas for improvement.</p> <p>2. Data Use and Data Sharing</p> <p>a. Diversity Strategic Plan</p> <p>1. Develop a diversity strategic plan informed by analysis of the fall 2016 climate survey results. Incorporate into the diversity plan mechanisms for dismantling (or where appropriate, acknowledging) the historical and/or institutional policies and practices that the data collection identifies as barriers to creating a welcoming, safe, diverse, and inclusive community.</p> <p>2. Assist the DDI and the other College offices in administering the diversity strategic plan.</p> |



- 3. Track the progress of the strategies provided for in the diversity strategic plan and provide periodic reports to the President, the Executive Council and other relevant bodies, with an annual report to the College community.
- b. Continue to use data on an ongoing basis to inform diversity and inclusion priorities and actions.

Immediate and Longer Term Action Items
Data Collection and Analysis, Data Use and Data Sharing

Data Collection

- 1. Put in place mechanisms (educational workshops, research, retreats, etc.) for identifying the historical and institutional policies and practices that hinder the College’s diversity and inclusion goals. For example, collaborate with students, faculty and local Native American tribes to better understand the historical narrative of the College’s interactions and/or relationships with the tribes.
- 2. Obtain data (both aggregate and disaggregate) on employee and student diversity.
- 3. Put in place mechanisms to repeat the campus climate survey on a specific time schedule (e.g., every five years).
- 4. Obtain data on curricular and co-curricular engagement of students with demographic information (e.g. percentage of students of color who are organizational leaders, percentage of students of color who are recognized in academic honors and awards, percentage of students of color who have the opportunity to collaborate on research projects with faculty).
- 5. Obtain and analyze the data needed for all of the diversity and inclusion foci contained in this Action Plan.
- 6. Maintain an ongoing record of diversity efforts across the College and make such record available to the community on an annual basis.

II. Diverse Perspectives in Curricular and Co-Curricular Areas

The Challenge

The College recognizes that “[o]ur students represent the next generation of global thinkers and leaders, unafraid to discard conventional thinking, civic complacency, and outmoded preconceptions. Yet they value what Lewis & Clark offers: an education built from the time-tested elements of careful study, original research, and spirited debate.”⁷

⁷ <http://www.lclark.edu/about/>



To achieve the goal of creating effective and critically engaged thinkers and leaders who can operate in a diverse domestic and/or international arena, the College must expose its students to the multitude of thoughts, ideas, cultures and perspectives that exist in the world. Beyond exposing its students to this multitude, the College must teach and demonstrate the skills needed to try to understand and appreciate this multitude. Further, the College must address the challenges inherent in creating a more equitable, just and sustainable world, recognizing and respecting the inherent value and rights of all people. The various inputs indicate that the College needs to improve in this arena.

The Actions Needed

| Immediate Action Items—Curricular and Co-Curricular |
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| <ol style="list-style-type: none"> 1. Communicate with the CAS faculty concerning changes to the general education requirements that are underway to address diversity concerns. Assist as necessary. In particular, collaborate with the CAS faculty to include the stories and history of the individuals York and Sacagawea who are sculpturally represented on the CAS campus. In addition, collaborate with the CAS curriculum committee to discuss the ways in which the common works and the course, in general, can include topics of cultural difference and power. 2. Members of the CDI will communicate with the college advising center, CAS curriculum committee, and the office of the dean of students specifically about the first-year experience. The goal is to identify challenges first year students encounter regarding diversity and inclusion. In addition, committee members will discuss potential solutions 3. Collaborate with departments and faculty to identify immediate, small changes, such as increasing the diversity of pictures displayed on walls of classrooms or in classroom materials, in order to create a more inclusive academic setting. 4. Collaborate with the Law and GSEC diversity committees concerning any curriculum changes needed to address any concerns raised in the various inputs. Those committees will, in turn, work with their respective curriculum committees. Assist as necessary. In particular, communicate with the Law faculty who teach the first year Legal Methods course concerning changes to the professionalism component of the course. 5. Collaborate with students, faculty and relevant offices to create a continuing formal or informal forum for open dialogues regarding the individuals Sacagawea, York, William Clark and Meriwether Lewis. Included in such dialogues would be the significance of the statues <i>Sacagawea and Jean Baptiste</i> and <i>York: Terra Incognita</i> on the undergraduate campus. |

Longer Term Action Items—Curricular and Co-Curricular



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Gather information

1. Collaborate with the curriculum committees on the three campuses to determine how many courses are offered that concern cultural difference and power, how often they are offered, and how much student demand there is for the courses (e.g., how many students take the courses and how many students want to take the courses, but cannot because the courses are full).
2. Collaborate with the curriculum committees, the department chairs and the faculty on the three campuses to determine the extent to which diverse perspectives are presented within current classes. Collaborate with the same groups to identify course offerings where there is an opportunity to revise the course content to increase the coverage of material from diverse perspectives.
3. Collaborate with Student Life and other CAS offices to determine when/where/what diversity education and events are being offered by those offices, i.e., co-curricular diversity education.

Goals

1. Collaborate with the curriculum committees, the department chairs and faculty (with input from students) to do the following:
 - a) create goals for increasing the number of culturally diverse courses;
 - b) create goals for including culturally diverse content into existing courses.
 - c) create a system for students to provide feedback to faculty concerning diversity course content.
2. Incorporate the goals into a diversity strategic plan as objectives. Include in the strategic plan strategies for achieving the objectives.
3. Provide information to the students on how curriculum decisions are made. Provide a short explanation of curriculum, i.e., adding courses and course content.

Help to implement the goals presented in the diversity strategic plan

1. In collaboration with the curriculum committees, the department chairs, faculty, Student Life and other relevant offices, identify challenges to increasing the number of diverse course offerings, diversifying course content and/or increasing the number of diverse co-curricular opportunities.
2. Assist the responsible parties in overcoming the identified challenges.



III. Communication and Transparency

The Challenge

A respect for inclusivity requires that the CDI keep the College community informed of and engaged with its meetings, processes, and initiatives. Informative and transparent communications from the CDI encourage community engagement. In addition, diversity and inclusion initiatives, events, workshops, trainings and conversations are effective only if the College community knows about and is encouraged to participate in the opportunities. Some of the persons providing input to the CDI through the three input mechanisms commented on the need for better communication and transparency regarding diversity and inclusion issues and events.

The Actions Needed

| Immediate Action Items—Communication and Transparency |
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| <ol style="list-style-type: none"> 1. In addition to including the stories and histories of the individuals Sacagawea and York as a part of the curriculum as outlined in Foci II, <i>Diverse Perspectives in Curricular and Co-Curricular Areas</i>, educate the College as to the history of the statues <i>Sacagawea and Jean Baptiste</i> and <i>York: Terra Incognita</i>. For example, the information on the presence, creation and dedication of the statues is currently buried in the L&C website. The CDI will make that information more accessible to the College community. Further, someone stopping by the statues receives no information as the statues’ significance, presence, and creation. The CDI will work with the relevant offices to create a mechanism for conveying this information in a location near the statues. 2. Provide information to students regarding how the administration uses the input received from students regarding diversity and inclusion concerns. 3. To the extent that the students desire such, establish standing meetings between the DDI and representatives from ASLC, SBA, and SUN. Also, to the extent desired by particular student groups, establish standing meetings between the DDI and representatives from those student groups. 4. Assist the DDI in establishing office hours for students on all three campuses. 5. Compile a comprehensive calendar of diversity events happening at all three schools and post the calendar on the Diversity website. 6. Continue with the Diversity website enhancements. |



Longer Term Action Items—Communication and Transparency

Gather Information

Identify the existing opportunities for meetings between administrators (and the CDI) and students and assess how those opportunities are communicated to students.

Goals

1. Gain a deeper understanding of the challenges of communication and transparency related to the CDI.
2. Create additional opportunities for input from students to the CDI and to the administrators.
3. Recommend actions, processes, and strategies that seek to enhance communication and transparency between the CDI and the wider College community.
4. Diversity Committee Coordination: Clarify the relationship between the CDI and the separate CAS Student Life Diversity Committee, GSEC Diversity Committee, and Law Diversity Committee.

Implementation of the Goals

1. Review and evaluate issues of communication and transparency related to the CDI; this could be done through a survey, dialogue and listening forums, one-on-one interviews, etc.
2. Based on the review and existing data, develop a communications plan for the CDI that outlines how the committee will communicate to the College community about its work and opportunities for engagement. These updates will include regular postings to The Source, The Bark, TWAGS, the Law School daily announcements, the Campus Initiatives section of the CDI website, and other campus communications on a schedule to be determined by the CDI.
3. Strategize with the College community to determine how to communicate and fully integrate into our identity as a college the presence of York and Sacagawea as members of the Corps of Discovery expeditionary group.
4. Provide more frequent and clear communications about the Bias Incident Assessment and Response Team (BIART), specifically: increase communication to the students on how to report bias incidents, including complaints about faculty and staff.
5. Increase communication to students as to the types of incidents to report, i.e., the incident need not rise to the level of discrimination or harassment and may include incidents involving faculty and staff.
6. Provide direct communication to students as to the support available to students who experience bias incidents.



7. Report Creation: Collaborate with BART for the creation and dissemination of bias incident reports and resolutions.

IV. Diversity in the Hiring and Retention of Faculty and Staff

The Challenge

“The College explicitly acknowledges and affirms its conviction that diversity ... on the Lewis & Clark campus provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community.”⁸

There is a sense on the part of the CDI and on the part of many persons who provided input at the listening forum, the forum affiliated with LC Black Lives Matter, and the online survey, that the College needs to significantly improve its hiring and retention of diverse faculty and staff. Although the College has increased the diversity of its faculty and staff in recent years, the current data indicates that additional work is needed in this area.

The Actions Needed

Immediate Action Items—Diversity in Hiring

1. Collaborate with the deans, department heads, Human Resources and other hiring persons (hiring entities) to do the following:
 - a) obtain and communicate to the L&C community the results and successful strategies employed in the most recent faculty and staff searches and hires; ensure that every job opportunity at the college is posted so that candidate pools and their diversity can be fully tracked;
 - b) obtain information as to upcoming faculty and staff hires. Collaborate with the responsible persons to determine diversity needs and to use best practices for increasing the diversity of the pool and the hire; ensure that no names or age data are available in this reporting;
 - c) create a policy stating that the faculty and staff that serve on search committees must participate in or have participated in workshops to overcome implicit bias;
 - d) review the search criteria that each hiring entity is using for upcoming hires; if necessary, assist the hiring entities to revise the criteria for their respective hires

⁸ [The quote is from a statement on the benefits of diversity approved by the Board of Trustees on May, 2007.](#)



- to enhance the likelihood of hiring faculty and staff that will increase the diversity of the College;
- e) help ensure that search committees contain members from underrepresented groups;
 - f) help develop systems for networking with potential candidates from underrepresented groups and for bringing these candidates to Lewis & Clark;
 - g) develop a database that will allow the College to collect and store information regarding job candidates.
2. Collaborate with the CAS faculty in implementing the faculty diversity hiring plan that the faculty adopted in April 2016.
 3. Collaborate with the Law faculty and the Law diversity committee in finishing and implementing the faculty and staff diversity hiring plan upon which the Law diversity committee is currently working.
 4. Collaborate with the GSEC faculty in implementing its diversity hiring plan.

Longer Term Action Items—Diversity in Hiring

Gather information

1. Determine the specific areas of diversity in which the College needs to improve (e.g., the goals regarding gender in department A, contrasted with the goals regarding race in department B).
2. Determine the current practices, policies and hiring/retention plans adopted by each of the three schools for faculty and staff hiring and retention of individuals from underrepresented groups.
3. Determine the role of Human Resources (HR) in hiring and retaining underrepresented staff and faculty. Have the college participate in the Chronicle of Higher Education Employee Satisfaction Survey to set institutional baseline data on factors impacting faculty/staff retention.
4. Determine what information HR can provide regarding why staff and faculty leave the College.(see above)
5. Determine what information HR can provide regarding why staff and faculty stay at the College.(see above)
6. Set up a system by the Dean of Diversity and Inclusion and the CDI to monitor progress in meeting these goals and achieving the desired outcomes.

Create goals

1. Collaborate with the executive council, the faculty, the staff and the students to identify the diversity hiring and retention goals toward which the College will strive.
2. Incorporate the goals into the Diversity Plan as objectives. The Diversity Plan will include strategies for accomplishing the objectives.



Create plans and policies

1. In collaboration with HR and other offices responsible for hiring/retention, review and revise, as necessary, any practices, policies and plans currently in place.
2. To the extent that there are no policies and/or plans currently in place, develop recommendations for policies and procedures based on best practices.
3. Collaborate with the development office to continue to raise funds to help hire faculty from underrepresented groups.

Help to implement the plans and policies

1. In collaboration with the responsible offices, identify challenges to the hiring of faculty and staff from underrepresented groups.
2. Assist the responsible offices in overcoming the identified challenges.
3. In collaboration with HR and other responsible offices analyze the gathered retention data to discern and reverse any patterns in the departure of faculty and staff from underrepresented groups.(See #3 in Gather Information section)
4. In collaboration with the responsible offices, analyze the gathered data to assess why faculty and staff from underrepresented groups come to and stay at L&C. Use this data to assist in hiring and retaining faculty and staff from underrepresented groups. (See #3,4 & 5 in Gather Information Section)
5. Set up a system by the DDI and the CDI to monitor progress in meeting these goals and achieving the desired outcomes.

V. Diversity in the Student Body

The Challenge

Although the College has increased the diversity of its student body, the current data and the input from those who participated in the listening forum, the forum affiliated with LC Black Lives Matter and the online survey indicates that additional work is needed in this area.

The Actions Needed

Longer Term Action Items—Diversity in the Student Body

Gather information

1. Determine the specific areas of diversity in which the College needs to make progress toward its goal.
2. Determine the scholarship aid currently available at the College for attracting students from underrepresented groups.



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| <p>3. Determine the current practices, policies, and retention plans adopted by each of the three schools for the admission of students from underrepresented groups and their attendance and retention. Evaluate whether a demonstration of a commitment to diversity and inclusion should be a part of the admissions criteria for any of our schools and/or programs.</p> <p>4. Obtain and analyze data on why students from underrepresented groups leave the College and identify any patterns.</p> <p>5. Obtain and analyze data on why students from underrepresented groups stay at the College and identify any patterns.</p> |
| <p><u>Create goals</u></p> <p>1. Collaborate with the executive council, admissions offices, and student representatives to periodically assess whether each school has reached a critical mass of students from underrepresented groups.</p> <p>2. Collaborate with institutional advancement and other relevant offices to identify the amount of scholarship aid toward which the College will strive.</p> |
| <p><u>Create plans and policies</u></p> <p>1. In collaboration with the admissions offices and institutional advancement, review and revise, as necessary, any practices, policies, and plans currently in place.</p> <p>2. To the extent that there are no policies and/or plans currently in place, develop recommendations for policies and procedures based on best practices.</p> |
| <p><u>Help to implement the plans and policies</u></p> <p>1. In collaboration with the responsible offices, identify challenges to the admission, attendance, and retention of a diverse student body.</p> <p>2. Assist the responsible offices in overcoming the identified challenges.</p> |

VI. Improving Student Safety and Support

The Challenge

“We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas...” [The quote is from the Graduate School Vision.]⁹

⁹ <http://graduate.lclark.edu/about/>



Some of the responses from the three input mechanisms raised concerns about the safety of and support for our students who are a part of marginalized groups. Many of the safety concerns that were raised specifically mentioned the need for increased lighting. A safety and lighting expert was hired and the College implemented the suggested lighting improvements. Some of the inputs also suggested the need for increased support for students affected by oppressive¹⁰ words or conduct on campus.

The Actions Needed

| Immediate Action Items—Improving Student Safety and Support |
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| <ol style="list-style-type: none"> 1. Collaborate with facilities to continue to improve the lighting on campus. 2. Collaborate with facilities to implement any emergency station improvements suggested by the safety and lighting expert. 3. Some of the inputs from the listening forum, the online survey and the forum affiliated with LC Black Lives Matter suggest the need for a public discussion of Yik Yak, anonymous commentary, and free speech. Such a forum should include input from the L&C community (RHMS faculty, Information Technology, Information Security) and third-party empirical studies and articles. The forum should explore the question of the proper balance between the rights and responsibilities of free speech, and inform how the L&C community might address similar incidents in the future. |

VII. Professional Development

The Challenge

The College needs faculty and staff who can practice, model and teach students how to interact with and serve groups and individuals of diverse backgrounds in a respectful and affirming way. Further, the College needs faculty and staff who can model for and teach students how to engage in civil discourse when our perspectives differ or when we have different ideas on how to solve a particular challenge. The CDI and many of the persons who participated in the three input mechanisms believe that the College can and should improve in this area. Specifically, the various inputs indicate that insensitive and/or oppressive remarks or conduct often occur in and out of the classroom without anyone acknowledging, discussing, confronting, and/or stopping the remarks or conduct. In addition,

¹⁰ The term “oppressive” is used in this document to describe words or actions that denigrate a historically marginalized person or group. Examples include, but are not limited to, words or actions that are racist, sexist, cissexist, anti-semitic, and/or anti-islamic.



due to assumptions made by faculty, staff or other students, some students spend time fighting against the assumptions and clarifying who they are.

The Actions Needed

Immediate Action Items—Improving Student Safety and Support

In the 2016 fall semester mount a campus-wide basic education campaign on recognizing and avoiding the unwarranted assumptions to which we are all prone in interacting with people from whom we differ. The purpose of the campaign is to raise the awareness of the greater College community to the existence of implicit biases within each of us and how those biases can lead to various isms such as classism, racism, etc. Once awareness is raised, the community can use the transformative opportunities provided for in the longer term action items.

Objective 1: Implement a sustainable, ongoing professional development training and support system in diversity and inclusion for faculty and staff.

The Actions Needed to Achieve Objective 1

Gather information

1. In collaboration with the deans of faculty and heads of departments, conduct a classroom climate study
2. Collaborate with HR, the deans' offices and other responsible offices to determine the nature and extent of current professional development efforts on all campuses regarding diversity and inclusion.
3. Create a system for collecting and analyzing data on an ongoing basis regarding the perception or existence of diversity-related challenges occurring in departments, classrooms, athletics, workplaces and other spaces on campus (diversity data analysis). Identify faculty who demonstrate an ability to teach to a culturally diverse audience and positively address incidents of cultural bias/microaggressions.
 - a) determine which members of the faculty and staff have completed the required sexual harassment training;
 - b) determine which members of the faculty and staff participated in the diversity training required of new employees;
 - c) determine the exact nature and effectiveness of those trainings.



Create goals

1. Collaborate with the executive council, the department heads, the faculty, the staff and students to determine a vision of the level of professional development desired and create goals, outcomes and assessment tools; incorporate this vision into the Diversity Plan.
2. Collaborate with the deans, the department chairs, supervisors, faculty and staff to create a mechanism for responding to the information gleaned from the diversity data analysis.
3. Design a professional development plan.
4. Continue to develop pedagogical workshops/trainings for faculty.
5. Provide ongoing opportunities for cultural competency trainings and intergroup dialogue sessions for staff, faculty, and students.
6. Design and provide training for managerial staff/faculty to be able to provide support to staff/faculty.

Help to implement the plans and policies

1. Assess the sufficiency and efficacy of the professional development opportunities and the diversity workshops and trainings.
2. In consultation with the appropriate dean or supervisor, identify the challenges to staff, faculty, and students attending the workshops and trainings.
3. Collaborate with the deans and supervisors to overcome the attendance challenges.
4. Create additional professional development opportunities and diversity workshops and trainings where necessary.



Objective 2: implement sustainable, ongoing opportunities for diversity and inclusion learning for all students.

The Actions Needed to Achieve Objective 2

Gather information

1. Obtain information from the campus climate survey.
2. Collaborate with Student Life and other offices to determine the various learning opportunities currently available to students on all campuses regarding diversity and inclusion. Suggest PSI as a venue for education regarding implicit bias and other related topics.

Create goals

1. Collaborate with the executive council, the deans, the faculty, the staff and the students to articulate a vision of what cultural competency at Lewis & Clark would look like and create goals, outcomes and assessment tools; incorporate this vision into the Diversity Plan.
2. Create or improve cultural competency and/or civil discourse opportunities for students.
3. Provide additional cultural competency opportunities and intergroup dialogue sessions for staff, faculty, and students.

Help to implement the plans and policies

1. In consultation with the appropriate curriculum committees, chairs and faculty, identify the challenges to providing such developmental opportunities to students (if necessary, identify challenges to students attending the opportunities).
2. Collaborate with the appropriate bodies to overcome the challenges to meeting goals.
3. Assess the efficacy of the various workshops.
4. Improve or replace ineffective workshops.
5. Increase the number of workshops available.



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| <p>6. Collaborate with Student Life and other relevant offices to increase the attendance of students at the workshops.</p> |
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VIII. Fostering a Culture of Empowerment that Collectively Resists Insensitive and/or Oppressive Words and Actions

The Challenge

There are incidents that happen on campus, in the wider community, country and world that detrimentally affect many of our students. The Yik Yak posts that occurred in the fall of 2015 are one example, the aftermath of the grand jury verdict in Ferguson, Missouri is another. Some CAS students suggest that the student body lacks a sense of community that would allow it to work together to collectively resist insensitive and/or oppressive words and actions such that the detrimental impact is substantially lessened.

The Actions Needed

| Immediate Action Items—Culture of Collective Resistance |
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| <ol style="list-style-type: none"> 1. Collaborate with new student orientation programs on all three campuses to increase community-building during orientation. 2. Provide a mechanism whereby students and student groups can propose initiatives to the CDI or other responsible offices for programs that foster community-building and empowerment. 3. Better publicize to the L&C community the existence of the “comment and feedback to the CDI” link that exists on the diversity webpage. 4. Collaborate with and encourage students in our efforts to devise mechanisms for the use of affirming speech and actions to resist insensitive and/or oppressive speech and actions. 5. Continue to support student initiatives aimed at establishing relationships across differences (e.g., the monthly student dinners for students of color and friends that students created in the spring 2016 semester). 6. Continue to collaborate with the relevant offices and committees to help provide guidance and support for student groups. |
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7. Continue to collaborate with the relevant offices and committees to help diverse student groups collaborate with each other on their own L&C campus and across L&C campuses.
8. Collaborate with the Law and GSEC diversity committees on student support on those campuses.



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APPENDIX



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CDI Mission and Objectives

Nature of the Committee on Diversity and Inclusion

On April 11, 2014, President, Barry Glassner, established the Lewis & Clark College Committee on Diversity and Inclusion (CDI). The CDI was created to review and recommend initiatives across the institution to promote and improve diversity and inclusion in the College's programs and practices. Chaired by the Dean of Diversity and Inclusion, the committee consists of faculty and students from the College of Arts and Sciences, the Law School, and the Graduate School, as well as staff from across the institution (the College). The CDI will make recommendations to the Executive Council and/or the Deans Council on diversity-related issues and sponsor initiatives that support efforts to understand and celebrate the differences and similarities among us. The committee may also function in an advisory capacity to provide guidance to the members of the Executive Council on diversity-related matters.

In establishing the CDI, President Glassner stated, "Our goal is to become one of the most welcoming learning communities in the nation, a place where differences are supported and respected." To that end, the CDI is dedicated to increasing discourse across our differences regarding discrimination, disparate treatment and/or outcomes of community members based upon any aspect of their identity, and discourse on how our institution may resolve such issues through a transparent, accessible and fair process.

Mission

The Committee on Diversity and Inclusion recognizes the value of diversity in persons and perspectives. As an *educative* and *advisory* body, our goal is to create an environment where all members of the College community can thrive personally and professionally.

Objectives of the Committee on Diversity and Inclusion

1. Raise awareness of existing formal and informal barriers to diversity and inclusivity and recommend mechanisms for removing these barriers.
2. Study and assess the College's diversity and inclusion efforts, identify challenges in the current fragmented structure, and propose means to coordinate, concentrate, and enhance these efforts;
3. Assist the Dean of Diversity and Inclusion (DDI) in implementing the Action Plan.
4. Assist the DDI in creating and implementing a diversity strategic plan.
5. Encourage and support student, staff and faculty experiences that enhance diversity.
6. Encourage and support diversity-related collaborations between and among students, faculty, and staff.
7. Serve as liaison and communicate with relevant L&C offices and committees as necessary and appropriate.