

DIVERSITY, EQUITY AND INCLUSION STRATEGIC PLAN

VISION: Our commitment to diversity, equity and inclusion will be demonstrated by:

- A campus community that reflects the diversity in the world.
- Attentiveness to equitable practices.
- A learning environment that emphasizes diverse experiences and perspectives.
- A similar sense of belonging for all students and employees.

ACTION PLAN: Strengthen diversity, inclusion and equity across campus and create pathways that advance our diversity at all levels. Conduct programming and operations with equity and sense of belonging as goals so that students have the resources they need to succeed, and the college can recruit and retain members of diverse populations.

GOAL 1 - CAMPUS CLIMATE

Ensure that Augustana College is a welcoming community committed to cherishing diversity, promoting inclusion and fairness.

OBJECTIVE 1 — Create and sustain a campus community that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

- Strategy 1: Develop diversity and inclusion training for students and professional development for faculty and staff.
- Strategy 2: Require participation in learning modules designed to increase awareness of difference and to enhance knowledge and develop skills to address bias.
- Strategy 3: Increase visibility of existing diverse identity-related celebrations and expand multicultural campus celebrations beyond Martin Luther King Jr. Day.
- Strategy 4: Continue to work with the provost to provide salient diversity, inclusion and justice-related topics for Symposium Day.
- Strategy 5: Assess Augustana College's progress toward this goal via external review sources (i.e. Minority Access, Insight Into Diversity, Campus Pride Index).

OBJECTIVE 2 — Take positive steps to engender similar sense of belonging for all campus community members

- Strategy 1: Create opportunities to engage in campus-wide dialogues about diversity with attention to life experience as well as marginalized identities (race/ethnicity/nationality, sex and gender, gender identity and expression, sexual orientation, religion, ability, age cohort) and justice.
- Strategy 2: Continue to promote and participate in Sustained Dialogue program.
- Strategy 3: Build a robust program of bystander intervention to encourage all to address and challenge bias-related incidents.
- Strategy 4: Increase campus community's awareness of Bias Response Team (BRT) and continue to develop BRT policy and procedures.
- Strategy 5: Assess current systems and strengthen services to meet the needs of historically excluded and currently underrepresented groups and those with marginalized identities (i.e. race, ability, gender identity).
- Strategy 6: Maintain Diversity and Inclusion Efforts Inventory, update semiannually and share with community to enable awareness and promotion of all efforts toward greater diversity and inclusion.
- Strategy 7: Develop Equity Scorecard to track outcomes and evidence of success.
- Strategy 8: Complete Campus Climate Survey.

Evidence of Success: Survey data indicate a more equal sense of belonging at Augustana for all demographic groups

Assigned to: Office for Diversity, Equity and Inclusion (DEI), Dean of Students

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GOAL 2 – RECRUITMENT AND RETENTION

Ensure that Augustana College is a community that reflects the diversity of the region and world.

A. Improve recruitment and retention of students from historically excluded and currently underrepresented communities.

OBJECTIVE 1 — Increase the number of historically excluded, currently underrepresented and international students each year.

- Strategy 1: Support recruitment efforts by strengthening the relationship between offices of Admissions, Financial Aid, Student Inclusion and Diversity, and International Student Life and develop methods for current students to share experiences.

OBJECTIVE 2 — Increase the rate of retention of historically excluded and currently underrepresented and international students.

- Strategy 1: Enhance targeted programming for groups with rates of retention below the institutional average [expand PACE Multicultural Mentorship Program beyond orientation; develop greater access for historically excluded and currently underrepresented students in Augie1Gen].
- Strategy 2: Use information from Senior Survey to identify areas for intervention/action.
- Strategy 3: Continue to strengthen systems and programs that help historically underrepresented and international students to thrive.
 - Identify mentors within Augustana community and off-campus mentors, create network of alumni mentors.
 - Work with alumni to create affinity groups designed to invest in the education and personal growth of historically excluded and currently underrepresented students.
 - Increase participation in co-curricular programs:
 - Greek life: educate existing Greek organizations regarding diversity and inclusion, encourage organizations to create Diversity Chair (DC) position and train DC; expand opportunities for Greek life to include Divine 9 and multicultural Greek organizations
 - Internships: strengthen the connection between OSID, OISSS and CORE; increase number of historically excluded and currently underrepresented students who participate in internships; expand internship opportunities/sites to include minority-owned businesses in the Quad Cities and other areas; involve historically excluded and currently underrepresented alumni who can create internship opportunities; connect with Chambers, including the Greater Quad Cities Hispanic Chamber of Commerce; continue promotion and exploration of internship opportunities for international students
- Strategy 4: Work with CORE to develop plans and programs to ensure post-graduate outcomes are equal for various demographic groups.
- Strategy 5: Periodically survey experiential learning and post-graduate outcomes for historically excluded and currently underrepresented and international students and compare to previous years and rest of student population.

Evidence of Success: Continued increase in diversity of student body and equal retention and graduation rates for all demographic groups

B. Improve recruitment and retention of employees from underrepresented communities.

OBJECTIVE 1 — Incrementally increase the number of underrepresented faculty and staff each year over the next five years.

- Strategy 1: Review and assess current advertising sites for yield of diverse pools of candidates and adjust efforts to increase potential of diversity in candidate pools.
- Strategy 2: Work with the provost to redirect the Diversity Fellows Program as a pipeline for recruitment of underrepresented faculty to longer term positions (i.e. visiting, tenure track).

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OBJECTIVE 2 — Strengthen retention of underrepresented employees

- Strategy 1: Create minority mentoring program to mentor underrepresented faculty for tenure and promotion.
- Strategy 2: Create opportunities for hourly employees without a bachelor's degree to use tuition benefits to earn bachelor's degree.
- Strategy 3: Engage underrepresented employees in discussion of needs and experiences and respond with feasible, appropriate and effective actions.
- Strategy 4: Provide professional development opportunities for all employees to increase awareness of differences, enhance cross cultural/relational skills.
- Strategy 5: Explore opportunities to formally engage current underrepresented employees in the recruitment of underrepresented faculty and staff.

OBJECTIVE 3 — Ensure that all hiring and retention processes support diversity and inclusion.

- Strategy 1: Develop college-wide hiring policy and procedures which ensure an equitable search process to be followed by department chairs and hiring managers.
- Strategy 2: Require equitable search and hiring guidelines training for department chairs, search committee chairs and hiring managers.
- Strategy 3: Support Black Faculty and Staff Advisory Council and work with employees to create employee resource groups designed to invest in the professional development and personal growth of underrepresented employees.
- Strategy 4: Work with Human Resources to infuse DEI into professional development modules.
- Strategy 5: Create expectation that employees are to participate in college-sponsored professional development opportunities.

Evidence of Success: Continued increase in the diversity of faculty, staff and administrators, particularly racial diversity and increase in retention of underrepresented employees

Assigned to: Admissions, Human Resources, Academic Affairs, DEI

GOAL 3 – EDUCATION AND SCHOLARSHIP

Build a community that fosters learning, research, scholarship and co-curricular activities that reflect global diversity, inclusion and social justice.

OBJECTIVE 1 — Support curricular development and innovation that fosters social justice, cultural competencies and understanding of diversity.

- Strategy: Work with faculty to develop more robust Diversity and Global Awareness requirements for general education to focus on diversity, inclusion and justice.

OBJECTIVE 2 — Broaden the participation of historically excluded and currently underrepresented students in research opportunities and presentations at conferences.

- Strategy: Promote IINSPIRE LSAMP to current underrepresented students in STEM, specifically emphasizing students of color; promote programs during recruitment cycles.

Evidence of Success: D&G suffix courses are enhanced with knowledge and skills-based outcomes; Increased representation of underrepresented students partnering with faculty in research and conference presentations

Assigned to: Academic Affairs, DEI

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GOAL 4 - INSTITUTIONAL SUPPORT/INFRASTRUCTURE

Strengthen institutional infrastructure and systems to support diversity, equity and inclusion efforts.

OBJECTIVE 1 — Include DEI in resource implications of Augustana 2020.

- Strategy 1: Develop resources to offer additional funded financial aid with the goal of increasing enrollment of students from historically underrepresented communities.
- Strategy 2: Create new scholarships through the capital campaign.
- Strategy 3: Work to identify potential replacements, internally and externally, for any decrease in state or federal funding disproportionately impacting diverse and underrepresented populations.
- Strategy 4: Commit to effective use and/or display of donor gifts for diversity throughout campus community.

OBJECTIVE 2 — Prepare for greater numbers of historically excluded and currently underrepresented students and international students.

- Strategy 1: Evaluate program and staffing models and resource constraints.
- Strategy 2: Adequately resource Office for Diversity, Equity and Inclusion.
- Strategy 3: Engage Students First Committee of the Board of Trustees in oversight of the college's progress toward diversity, equity and inclusion.

Evidence of Success:

Assigned to:

GOAL 5 - COMMUNITY ENGAGEMENT

Exercise leadership within the Quad-Cities community as it endeavors to promote diversity, advance inclusion and be welcoming to all.

OBJECTIVE — Exercise leadership within the Quad-Cities community as it endeavors to promote diversity, advance inclusion and be welcoming to all.

- Strategy 1: Office of the President and Office for Diversity, Equity and Inclusion help lead Q2030 efforts for a more diverse community participation and leadership.
- Strategy 2: Support and encourage community leadership among employees.
- Strategy 3: Utilize Augustana's Center for Inclusive Leadership and Equity to provide diversity, equity and inclusion-related educational and professional development opportunities for current and upcoming leaders.
- Strategy 4: Continue to engage the Quad Cities in the planning and presentation of Martin Luther King Jr. and Our Lady of Guadalupe community celebrations.

Evidence of Success:

Assigned to: