

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, appearance, and/or age), language, national origin, race, religion/spirituality, sexual orientation, ability status, and socio-economic status/social class.² Inclusion encompasses the transformation of a community from one dominated by only one or a few perspectives, to one where all perspectives are respectfully engaged and the culture, policies and practices strive to benefit all in a community. Inclusion does not entail the assimilation of the differing perspectives into a dominant perspective.

Diversity and inclusion must be woven within a climate in which diverse views are welcomed and respected and in which there is a commonality that comes from working together to effect constructive change. Demonstrating a congruent commitment to our own institutional non-discrimination policy³ as well as state and federal laws, we strive to understand and support individuals and groups who are historically and/or systemically (socially, politically and economically) marginalized and/or disenfranchised. We must also understand and support those who advocate against the targeting of historically marginalized and/or disenfranchised groups and individuals.

To advance this cause at Lewis & Clark College, we must acknowledge and learn from our past. 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 conduct.

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

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>



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 acknowledges that there are particular challenges regarding the policies and practices of the institution which may have acute impacts on particular groups who may not make up a majority in the institution. In the implementation of the 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 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.

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 2016 and expects to have a draft of the Diversity Plan by October 2016. 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

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.



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

Sections

- I. Data Collection, Data Analysis 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 the Safety Net for Students
- VII. Professional Development
- VIII. Creating a Culture of Collective Resistance to Insensitive and/or Oppressive Words and Actions [e.g., Yik Yak Posts] and a Culture of Empowerment.

Appendix

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

1. Data Collection

Conduct a campus climate survey using an outside contractor in the fall of 2016.

Collaborate with the Deans at the three schools to conduct regular forums for the College community members to converse with relevant administrators regarding diversity issues.

Conduct a review of safety efforts—current and future.

2. Diversity Strategic Plan

a. Develop a diversity strategic plan. 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.

b. Assist the DDI and the other College offices in administering the diversity strategic plan.

c. Track the progress of the strategies provided for in the diversity strategic plan and provide periodic reports to the President, the Deans and the College community.

Immediate and Longer Term Action Items

Data Collection, Data Analysis and Data Sharing

Data Collection

1. Put in place mechanisms (educational workshop, 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 faculty, staff, and students.

3. Put in place mechanisms to repeat the campus climate survey on a specific time schedule (e.g., every five years).



Immediate Action Items—Data Collection, Data Analysis and Data Sharing

- 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 are faculty research assistants, etc.)
- 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.

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.”⁶

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

- 1. Communicate with the CAS faculty concerning changes to the E&D course and 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

⁶ <http://www.lclark.edu/about/>



Immediate Action Items—Curricular and Co-Curricular

sculpturally represented on the CAS campus.

2. Communicate with the college advising center, exploration and discovery, and the dean of students' office concerning changes or improvements to the CAS first year experience. Assist as necessary.
3. Collaborate with departments and faculty to strategize on how immediate, small changes, such as increasing the diversity of pictures displayed on walls of classrooms or in classroom materials, can 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. 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 *Sacagawea and Jean Baptiste* and *York: Terra Incognita* on the undergraduate campus.

Longer Term Action Items—Curricular and Co-Curricular

Gather information

1. Collaborate with the curriculum committees on the three campuses to determine how many diversity-related courses are offered, 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



Longer Term Action Items—Curricular and Co-Curricular

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 diversity-related course offerings;
 - b) create goals in the areas of diverse course content for which particular departments or faculty members will strive; and
 - 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
<ol style="list-style-type: none"> 1. During the spring of 2016, the CDI took a number of actions to increase communication and transparency regarding diversity and inclusion events and challenges. 2. 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, Diverse Perspectives in Curricular and Co-Curricular Areas, 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 can 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 can work to create a mechanism for conveying this information in a location near the statues. 3. Provide information to students regarding how the administration uses the input received from students regarding diversity and inclusion concerns. 4. 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. 5. Assist the DDI in establishing office hours for students on all three campuses. 6. Compile a comprehensive calendar of diversity events happening at all three schools and post the calendar on the Diversity website. [In progress] 7. Continue with the Diversity website enhancements.

Longer Term Action Items—Communication and Transparency
<p><u>Gather Information</u></p> <p>Identify the existing opportunities for meetings between administrators (and the CDI) and students and assess how those opportunities are communicated to students.</p>
<p><u>Goals</u></p>



Longer Term Action Items—Communication and Transparency

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 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 GSEC and Law Diversity Committees.

Implementation of the Goals

1. Review and evaluate issues of communication and transparency related to the CDI; this could be done through a survey, 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.
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 BART, 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.”⁷

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 the long term, the current data indicates that additional work is needed in this area.

The Actions Needed

Immediate Action Items—Diversity in Hiring
<ol style="list-style-type: none">1. Collaborate with the deans, department heads, Human Resources and other hiring persons (hiring entities) to do the following:<ol style="list-style-type: none">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;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;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 to enhance the likelihood of hiring faculty and staff that will increase the diversity of the College;e) help ensure that search committees contain diverse persons;f) help develop systems for networking with potential diverse candidates and bringing these candidates to Lewis & Clark;

⁷ [The quote is from a statement on the benefits of diversity approved by the Board of Trustees on May, 2007.](#)



Immediate Action Items—Diversity in Hiring

- 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 3 schools for underrepresented faculty and staff hiring and retention.
3. Determine the role of Human Resources (HR) in hiring and retaining underrepresented staff and faculty.
4. Determine what information HR can provide regarding why staff and faculty leave the College.
5. Determine what information HR can provide regarding why staff and faculty stay at the College.
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.



Longer Term Action Items—Diversity in Hiring

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 diverse faculty.

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 underrepresented faculty and staff.
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 underrepresented faculty and staff.
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

“As a professional school preparing the next generation of our nation’s lawyers, we believe that our promise to support diversity is both an academic and professional duty.



Increasing the diversity of the legal profession and developing the cultural competency of our students is part of the Law School’s commitment to promoting equal access to justice and training the best professionals in all fields of legal practice.”⁸

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
<p><u>Gather information</u></p> <ol style="list-style-type: none"> 1. We know that the College needs to improve the diversity of its student body. We need to 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. 3. Determine the current practices, policies and retention plans adopted by each of the 3 schools for the admission of students from underrepresented groups and their attendance and retention. 4. Obtain and analyze data on why students from underrepresented groups leave the College and identify any patterns. 5. Obtain and analyze data on why students from underrepresented groups stay at L&C and identify any patterns.
<p><u>Create goals</u></p> <ol style="list-style-type: none"> 1. Collaborate with the executive council and the admissions office (with input from faculty and students) to periodically assess whether each school has reached a critical mass of students from underrepresented groups. 2. Collaborate with the development office and other relevant offices to identify the amount of scholarship aid toward which the College will strive. 3. Incorporate the goals into the Diversity Plan as objectives. Include in the Diversity Plan strategies for achieving the objectives which both hold promise for being effective, and comply with current law.

⁸⁸ <http://law.lclark.edu/diversity/>



Longer Term Action Items—Diversity in the Student Body

Create plans and policies

1. In collaboration with the admissions offices, and the development offices, 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.

Help to implement the plans and policies

1. In collaboration with the responsible offices, identify challenges to the admission, attendance, and retention of a diverse student body.
2. Assist the responsible offices in overcoming the identified challenges.

VI. Improving the Safety Net for Students

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

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 Action Items

Immediate Action Items—Improving the Safety Net

1. Collaborate with facilities to continue to improve the lighting on campus.

⁹ <http://graduate.lclark.edu/about/>

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.



Immediate Action Items—Improving the Safety Net

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 that Yik Yak should be banned. Such a course of action, however, raises free speech concerns. Thus, it is proposed that a task force comprising students, faculty and staff be convened to research the pros and cons of allowing anonymous commentary (e.g., Yik Yak, comments on blogs, comments to articles, etc.). The research should encompass input from the L&C community and third-party empirical studies and articles. The research should explore the question of the proper balance between the rights and responsibilities of free speech. Based upon that research, the task force will decide whether to recommend that L&C ban such anonymous commentary (if such is possible) from the L&C Wi-Fi.

VII. Professional Development

The Challenge

The College needs faculty and staff who can practice, model and teach students how to interact with and serve diverse groups and individuals 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 perspectives disagree 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, 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 Item

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.

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

1. *Gather Information*

- a. In collaboration with the deans of faculty and heads of departments, conduct a classroom climate study
- b. 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.
- c. 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). For example, deans, department heads, supervisors and Human Resources can create departmental 360 reviews, where "customers" are given the opportunity to rate and comment upon a number of performance issues, including diversity and inclusion where relevant.
- d. Collaborate with HR to do the following:
 - 1) determine which members of the faculty and staff have completed the required sexual harassment training;
 - 2) determine which members of the faculty and staff participated in the diversity training required of new employees;
 - 3) determine the exact nature and effectiveness of those trainings.

2. *Goals*

- a. 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.



- b. 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.
- c. Design a professional development plan.
- d. Continue to develop pedagogical workshops/trainings for faculty.
- e. Provide ongoing opportunities for cultural competency trainings and intergroup dialogue sessions for staff, faculty, and students.
- f. Design and provide training for managerial staff/faculty to be able to provide support to staff/faculty

3. *Implementation of Goals*

- a. Assess the sufficiency and efficacy of the professional development opportunities and the diversity workshops and trainings.
- b. Improve or replace ineffective opportunities, workshops and trainings.
- c. In consultation with the appropriate dean or supervisor, identify the challenges to staff, faculty, and students attending the workshops and trainings.
- d. Collaborate with the deans and supervisors to overcome the attendance challenges.
- e. 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

1. *Gather Information*

- a. Obtain information from the campus climate survey.
- b. Collaborate with Student Life and other offices to determine the various learning opportunities currently available to students on all campuses regarding diversity and inclusion.



2. *Goals*

- a. 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.
- b. Create or improve cultural competency and/or civil discourse opportunities for students.
- c. Provide additional cultural competency opportunities and intergroup dialogue sessions for staff, faculty, and students.

3. *Implementation of Goals*

- a. 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).
- b. Collaborate with the appropriate bodies to overcome the challenges to meeting goals.
- c. Assess the efficacy of the various workshops.
- d. Improve or replace ineffective workshops.
- e. Increase the number of workshops available.
- f. Collaborate with Student Life and other relevant offices to increase the attendance of students at the workshops.

VIII. Creating a Culture of Collective Resistance to Insensitive and/or Oppressive Words and Actions [e.g., Yik Yak posts] and a Culture of Empowerment.

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 2016 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. At the same time, some students



have indicated that there is pressure to conform to a particular L&C image and to hide identities that do not conform to this image.

The Actions Needed

Immediate Action Items—Culture of Collective Resistance

1. Collaborate with the new student orientation office 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 support the students in their 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.
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.



APPENDIX

DRAFT

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.