

The Campus Community

*Resistance begins with people confronting pain, whether it's theirs
or somebody else's, and wanting to do something to change it.¹*

--- bell hooks, *Yearning*

One of the primary missions of higher education institutions is unearthing and disseminating knowledge. Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.² The climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.³ The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several national education association reports.

A 1990 report by the Carnegie Foundation for the Advancement of Teaching and the American Council on Education⁴, suggests that in order to build a vital community of learning a college or university must provide an environment where,

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported.

In addition, the Association of American Colleges and Universities (1995) challenge

¹ hooks, b. (1990). *Yearning*. Boston: South End Press.

²For more detailed discussions of climate issues see Bauer, 1998, Boyer, 1990; Peterson, 1990; Rankin, 1994, 1998; Tierney & Dilley, 1996

³For further examination of the effects of climate on campus constituent groups and their respective impact on the campus climate see Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1994, 1998, 1999; Tierney, 1990

⁴ Boyer, E. (1990). *Campus life: In Search of Community*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.

higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion.” AAC&U proposes that colleges and universities commit to “the task of creating inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard.” The report suggests that in order to provide a framework within which a vital community of learning can be built, a primary mission of the academy must be to create an environment that ideally cultivates diversity and celebrates difference.

Colleges and universities therefore seek to create an environment characterized by equal access for all students, faculty and staff regardless of cultural differences, where individuals are not just tolerated but valued. Institutional mission statements and strategic plans suggest that it is crucial to increase multicultural awareness and understanding, within an environment of mutual respect and cooperation, a climate that is nurtured by dialogue and evidenced by a pattern of civil interaction.⁵

Millersville University (MU) believes in creating such an environment. In an effort to foster this environment, MU felt that the first step was to assess the current campus climate in order to identify important issues and then to create ways for individuals, departments and the university to address them. In the fall semester 2000, the Social Equity Committee (SEC) with the full support of the President’s Advisory Council (PAC) embarked on the campus climate project. To minimize internal bias, MU contracted with an outside consultant⁶ to assist them in identifying challenges confronting the MU community with respect to underrepresented⁷ employees and students. The project was a proactive initiative by the institution to review the climate on campus for underrepresented groups. An internal assessment was conducted and the results were

⁵ Institutions of higher learning are defenders of first amendment rights and academic freedom. Campuses are venues for dialogue for different voices and viewpoints and this discourse must, not only be allowed, but encouraged. Universities and colleges should provide a safe space where **all** voices are respected, where no voice is silenced simply because it is antithetical to our own. However, while respecting the fundamental right to free speech, nothing justifies acts of violence or harassment. It is our recommendation that campus policies concerning first amendment rights be reviewed, as well as official university activities, including course descriptions, to ensure that they are forums for intellectual inquiry and not vehicles of discrimination, intimidation, or hate.

⁶ Rankin & Associates, Consulting was the firm hired to conduct the project

⁷ Underrepresented groups can be based on age, ancestry, gender, racial or ethnic background, disability, national origin, religious creed, or sexual orientation.

used to identify specific strategies for addressing the challenges and supporting positive diversity initiatives through the *Strategic Plan for Equity, Diversity, and Community: 2003-2008*. This report provides an overview of the process used in creating the strategic plan, the plan grid, and recommendations for assessing outcomes.

Process Review

Because of the inherent complexity of the topic of diversity, it is crucial to examine the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).⁸ Following the design of the model, initial focus groups representing the various constituent groups on campus were convened in November, 2000. The focus groups were conducted to identify challenges confronting the MU community and inform the construction of the questions that would be included in the survey instrument.⁹ The survey questions were constructed through the work of Rankin, 2003,¹⁰ as well as the input from the initial focus groups. The Social Equity Committee and the various constituent groups reviewed the drafts of the survey.

The final survey contained thirty-four questions and an additional space for respondents to provide commentary regarding their experiences and was distributed to the campus community in spring semester, 2001. The sampling procedure included purposeful over-sampling of underrepresented employees and students, random sampling of majority populations, and snowball sampling of invisible populations¹¹. The survey was designed to have respondents provide information about their personal experiences with regard to climate issues, their perception of the climate for underrepresented members of the academic community, and their perceptions of institutional actions, including

⁸ See Appendix A for a more detailed description of the Transformational Tapestry © model.

⁹ A full report of the initial focus groups is available in the Social Equity Office.

¹⁰ Rankin, 2003 is a national study examining the campus climate for underrepresented groups.

¹¹ Snowball sampling is a technique whereby those GLBT individuals who were “known” on campus via GLBT listservs or groups were initially contacted to participate in the study. They were asked to share the survey with any other GLBT persons they knew who may not participate in any groups or listservs or who chose not to disclose their sexual identity on campus.

administrative policies and academic initiatives regarding climate issues and concerns on campus.

Focus groups were reconvened in November, 2001. The purpose of the reconvened focus groups was to allow constituent groups the opportunity to respond to the findings of the internal assessment and provide suggested revisions and/or further clarifications. A summary of the findings suggests that while MU has several challenges in regards to diversity issues, these challenges are not unique.¹²

From the findings of the internal assessments and the feedback from the initial and reconvened focus groups, the *Strategic Plan for Equity, Diversity, and Community: 2003-2008* was created. Constituent groups, PAC, and Academic Affairs critiqued and provided feedback on the initial drafts of the plan. The final *Strategic Plan for Equity, Diversity, and Community: 2003-2008*, which is presented in grid form on pages 5-13, includes the following:

- Five Objectives (Goals) including:
 1. Institutional Commitment
Promotion and fostering an environment in which the quality of life is affirming and nurturing and strives for the emotional safety of all students, faculty, and staff
 2. Research & Scholarship
Creating an academic environment that appreciates cultural / social differences
 3. Curriculum & Pedagogy
Developing a curriculum that guides students to think critically about diversity
 4. Recruitment & Retention of Underrepresented Students, Faculty, & Staff
 5. Inter-group & Intra-group Relations
Create an environment that recognizes and celebrate cultural and social differences
- Actions for each of the five objectives
- Responsible Person(s) held accountable for the action
- Relevant Offices/Persons to assist in implementing the action
- Cost for implementation of the action (many of these are still to be determined and are indicated by yellow highlighting in the plan)
- Outcomes (projected) once the action is implemented
- Time frame for implementing the action over the next five years

¹² Full reports of the internal assessment and the recommendations of the reconvened focus groups are available in the Social Equity Office.

Recommendations for Assessing Outcomes

Given the actions presented in the *Strategic Plan for Equity, Diversity, and Community: 2003-2008*, the following recommendations are recommended for assessing the outcomes over the life of the plan.

- The *Strategic Plan for Equity, Diversity, and Community: 2003-2008* and projected outcomes provided to the MU community via posting on the MU Office of Social Equity web site. Information regarding the climate assessment project and subsequent plan distributed at the beginning of Fall Semester, 2003.
- Yearly initiative updates status reports provided by each academic unit and academic support unit to address the actions presented in the plan. These plans will be forwarded to the Social Equity Office where the Social Equity Advisory Committee will review them and provide feedback to the units.¹³ See Appendix for suggested unit questions in regards to their response to the recommended actions in the plan.
- Provide “Best Practices” to units to assist them in responding to the actions recommended in the plan.
- Re-assessments of specific areas of the plan as determined by the Social Equity Office. For example, a student satisfaction review regarding how the institution is responding to acts of intolerance or an employee review of how the new structuring of the Social Equity Office is working.

¹³ The Social Equity Advisory Committee is comprised of faculty, students, and staff representing the various constituent groups on campus.

- Conduct a cultural audit follow-up study to assess the institutional climate at the end of the 5year plan. This audit should be similar to the original audit in order to assess the impact of the strategic initiatives.
- Social Equity Office provides each year to all academic units and academic support units demographic statistics including information on students, faculty, and staff inclusive of gender identity and racial identity.
- Focus groups in areas suggesting challenges via the internal assessment, e.g. women undergraduates and eating disorders; women staff and professional development concerns, retaining faculty of color, etc.
- Social Equity Office inclusion of surrounding county demographics on it's home page. This data will be updated yearly.
- Best Practices regarding diversity initiatives presented to campus community, e.g. recommendations for diversifying the faculty and staff.

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**MILLERSVILLE UNIVERSITY STRATEGIC PLAN FOR
 EQUITY, DIVERSITY, and COMMUNITY
 2003-2008**

OBJECTIVE (GOAL) ONE

Institutional Commitment

Promotion and fostering an environment in which the quality of life is affirming and nurturing and strives for the emotional safety of all students, faculty, and staff

ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Unit for Implementation	Cost	Outcome	Time frame
<u>1.1 Create and publicize inclusive mission/vision statement</u>	Office of the President	Office of Social Equity	-0-	Institutionalize and provide visibility of MU's commitment to diversity	Immediate
<u>1.2 Audit current policies to insure inclusivity</u>	VP Finance/Administration Director Social Equity	Office of Human Resources	-0-	Assure compliance & inclusivity regarding diversity issues	2003-2004
<u>1.3. Provide greater visibility of and commitment to diversity initiatives</u>					
<i>1.3.1 Create and publicize a Diversity Web Page (Social Equity Home Page) – link on MU home page, ADA Committee and Disability Services</i>	Director of Social Equity VP Information Technologies VP Finance/Administration	ADA Committee Disability Services Office of Social Equity Information Technology	-0-	Increase accessibility & awareness (internal & external) regarding diversity issues	2003-2004 & Ongoing
<i>1.3.2. Educate the leadership of the student media and other student organizations on the various campus diversity initiatives and enlist their support of and participation in maximizing equity at MU</i>	VP Student Affairs Director Social Equity	Students Advisors to Student Groups	-0-	Collaboration with various constituent groups on campus; increase visibility of diversity initiatives	2003-2004 & Ongoing

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ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
<i>1.3.3 Support and publicize offices/persons/programs committed to maximizing equity</i>	Office of the President Vice Presidents	Office of Social Equity Commissions VP Units	-0-	Commitment to and evidence of diversity initiatives	2004-2005 & Ongoing
<i>1.3.4 Allocate/re-allocate necessary resources (e.g. hire counselors of color) for counseling/mental health services to address needs of diverse student body</i>	VP Student Affairs	Counseling Center / Faculty		Increased resources for under-represented groups	2004-2005
<i>1.3.5 All university units will provide diversity initiative updates status reports.¹⁴</i>	Office of the President Provost Vice Presidents	All Deans All Directors All Departments Office of Social Equity		Provide accountability for all academic / academic support units on progress in maximizing equity	2003-2004
<i>1.3.6 Institute and support an All-University Conference on Diversity</i>	Vice Presidents Office of Social Equity	Commission on Cultural Diversity		Provide events to celebrate diversity initiatives	2003-2004

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OBJECTIVE (GOAL) TWO

Research & Scholarship

Creating an academic environment that appreciates cultural / social differences

ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	<i>Outcome</i>	Time frame
2.1 Support the Office of Social Equity and other offices serving underrepresented groups					
<i>2.1.1 Reorganization of the Office of Social Equity to include: Coordinator of Multicultural Affairs, Educational Programming, and Community Outreach/ Coordinator of Mediation and Conflict Resolution / Coordinator of Affirmative Action</i>	Director Social Equity	Office of Social Equity		To aid in the process of managing and promoting equity at MU	Immediate
<i>2.1.2 Offer diversity/cultural awareness training for all faculty, staff, and administrators</i>	PAC	Office of Social Equity Office of Human Resources		Provide consistent support for diversity initiatives within the University	2003-2004
<u>2.2 Support & value research on multicultural issues</u>					
<i>2.2.1 Provide support to academic departments and academic support units for developing models of excellence for increasing awareness and understanding of diversity</i>	VP Academic Affairs VP Finance/Administration	Commission for Women Commission on Cultural Diversity Deans		Provide rewards for diversity initiatives within academic & academic support units	2005-2006 (mid-point of plan)
<i>2.2.2 Provide encouragement and multiple opportunities for faculty participation in research, material development, colloquia, and seminars to increase awareness of diversity</i>	VP Academic Affairs	Deans' Council		To allow adequate funding and reinforcement of diversity initiatives	2004-2005

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OBJECTIVE (GOAL) THREE

Curriculum & Pedagogy

Developing a curriculum that guides students to think critically about diversity

ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
3.1 Establish departmental activities that foster knowledge, experience, and appreciation for diversity issues from micro and macro perspectives	VP Academic Affairs	Deans' Council			
<i>3.1.1 Establish seminar series in each school on approaches used by faculty members to incorporate diversity in the curriculum</i>	Deans Department Chairs	Faculty		Enhance bi-lateral communication between students & faculty to expand their knowledge of equity issues	2004-2005
<i>3.1.2 Continue to invite scholars on diversity and global issues at 2 per year</i>	Director Social Equity Deans	Department Chairs Faculty		Members of the MU community will gain greater insight on global equity issues	Ongoing
<i>3.1.3 Academic Affairs will support the conversation on the diversity requirement</i>	VP Academic Affairs	Faculty Senate		Students will increase their awareness & understanding of global equity issues	2004-2005
<i>3.1.4 Continue to Incorporate diversity segment into the undecided freshman seminar course (e.g. Frederick Douglas Program, Pedagogy of the Oppressed, etc.)</i>	VP Academic Affairs	Assistant VP Academic Affairs Director Social Equity		Students will begin their education at MU with a greater understanding of global equity issues	2004-2005
<i>3.1.5 Each semester Academic Affairs will host a symposium on successful strategies to infuse diversity in the curriculum</i>	VP Academic Affairs	Deans' Council		Increase the number of faculty who infuse diversity into the curriculum	2005-2006

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OBJECTIVE (GOAL) FOUR
Recruitment & Retention of Underrepresented Students, Faculty, & Staff

ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
<u>4.1 Recruiting & Retaining a Diverse Student Body to Reflect MU's commitment to Student-Centered Learning</u>					
<i>4.1.1 Marketing Publication Review – Insure that brochures are inclusive and communicate MU's commitment to recruiting/retaining underrepresented populations</i>	VP Advancement	Office of Communications/ Marketing		Provide visibility of MU's commitment to diversity	Ongoing
<i>4.1.2 Build/enhance productive partnerships and outreach efforts with targeted middle schools, high schools, and community colleges</i>	VP Advancement VP Academic Affairs	Deans Student Senate Office of Admissions Lancaster Partnership Program Summer Programs Communications & Marketing		Expand the efforts with a broader group of schools to better reflect the student population diversity sought by MU	Ongoing
<i>4.1.3 Support well established successful programs that assist low income and potentially first generation students</i>	Assistant VP Academic Affairs	Lancaster Partnership Program Upward Bound PACE Program		Enhance recruiting efforts through MU support in conjunction with state/federal resources	Ongoing
<i>4.1.4 Invite different feeder high schools as MU guests at different University events (e.g. athletic, cultural, art events, etc.)</i>	VP Student Affairs Director Social Equity VP Academic Affairs	Student Senate Admissions ICA Cultural Groups Student Affairs	minimal	Enhance recruiting from targeted schools	2003-2004
<i>4.1.5 Utilize alumni groups to assist in recruiting</i>	VP Advancement VP Academic Affairs	Office of Admissions Alumni Office	-0-	Maintain alumni involvement in efforts to identify & recruit under-represented students & faculty	2003-2004

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ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
<i>4.1.6 Create awareness of financial aid and merit scholarship programs to make MU attractive/attainable for underrepresented students</i>	VP Academic Affairs VP Student Affairs VP Advancement VP Information Technology	Financial Aid Office Office of Admissions Information Technology Communications & Marketing		Increase in number of students recruited and retained	2005-2006
<i>4.1.7 Create and support new initiatives and scholarship programs for underrepresented populations that may not qualify for financial aid</i>	VP for Advancement VP Student Affairs	Academic Affairs Development Financial Aid		Increase in new financial initiatives	2006-2007
<i>4.1.8 Design and implement strategies intended to increase participation levels for students of color in extra-curricular programs and in leadership programs.</i>	VP Student Affairs Director Social Equity	Student Programs Office of Social Equity		Access student satisfaction with MU offices/departments	2004-2005
<u>4.2 Recruiting & Retaining a Diverse Faculty/Administration and/or recruiting & retaining persons from the majority population who demonstrate a commitment to and provide evidence that she/he values diversity</u>					
<i>4.2.1 Use checklist of Best Practices (AACU, 2002)</i>	Director Social Equity	Deans Search Committees	-0-	Increase recruitment / retention of underrepresented faculty/administration	Immediate
<i>4.2.2 Facilitate spousal hires and partner placement</i>	VP Finance/Administration	Office of Human Resources		Increase recruitment / retention of underrepresented faculty/administration	Ongoing
<i>4.2.3 Create and/or continue visiting faculty/scholar programs to attract faculty from underrepresented groups</i>	VP Academic Affairs	Deans / Faculty		A potential recruiting tool	Ongoing
<i>4.2.4 Broaden orientation programs for new faculty and administrators to include MU commitment to diversity</i>	VP Finance/Administration VP Academic Affairs	Office of Human Resources Office of Social Equity		Increase awareness of diversity issues among new professionals	2004-2005

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ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
<i>4.2.5 Conduct exit interviews with faculty/administrators who leave MU</i>	VP Finance/Administration	Office of Human Resources Office of Social Equity	-0-	Assist in formulating possible retention strategies and monitor climate	Ongoing
<i>4.2.6 Host annual school-wide symposium on recruiting a diverse faculty</i>	VP Academic Affairs	Deans		More informed faculty on recruiting strategies	2004-2005
<i>4.2.7 Provide professional development on search and hiring process</i>	VP Academic Affairs	Deans		More informed faculty on recruiting strategies	2004-2005
<u>4.3 Recruiting & Retaining a Diverse Staff and/or recruiting & retaining persons from the majority population who demonstrate a commitment to and provide evidence that she/he values diversity</u>					
<i>4.3.1 Hire and promote members of underrepresented groups from within MU and provide training, resources, & encouragement</i>	VP Finance/Administration	Office of University Advancement Office of Human Resources		Increase retention & promotion of current staff	Ongoing
<i>4.3.2 Extend staff recruitment by building community partnerships and enhancing nontraditional networks (e.g. churches, community centers, etc)</i>	VP Finance/Administration/ Director Social Equity	Office of Human Resources Office of Social Equity		Establish networks to identify promising individuals of diverse backgrounds	2004-2005
<i>4.3.3 Broaden orientation programs for new staff to include MU commitment to diversity</i>	VP Finance/Administration	Office of Human Resources	minimal	Increase awareness of diversity issues among staff	Ongoing
<i>4.3.4 Provide annually, supervisory training support for at least one underrepresented staff member</i>	VP Finance/Administration	Office of University Advancement Office of Human Resources		Provide specific training to assist success	2004-2005

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OBEJCTIVE (GOAL) FIVE

Inter-group & Intra-group Relations

Create an environment that recognizes and celebrate cultural and social differences

ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
5.1 Continue to build a campus environment that insures the dignity of its members					
<i>5.1.1 Offer multi-cultural awareness training to all faculty/staff/administrators</i>	Vice Presidents Director Social Equity	Office of Human Resources Office of Social Equity	minimal	Increase awareness of diversity issues among workforce	Ongoing
<i>5.1.2 Establish & evaluate regular campus-wide "town meetings" that address the strength of a diverse community and encourages the exchange of ideas</i>	Director Social Equity VP Student Affairs	Student Senate Campus Community		Increase communication regarding diversity issues; promote town/gown relationships	Ongoing
5.2 Encourage and support the continuing interaction of diverse cultures					
<i>5.2.1 Award challenge grants to student groups to provide inter-organizational, culturally diverse student programs</i>	VP Student Affairs	Student Groups		Provide rewards for diversity initiatives within academic units	2004-2005
<i>5.2.2 Encourage co-sponsorship of speakers and events between academic units / academic support units / Social Equity Office</i>	VP Student Affairs VP Academic Affairs	Deans Department Chairs Commissions Office of Social Equity Student Affairs		Enhance collaboration on diversity initiatives	Ongoing

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ACTIONS	Responsible Person(s) for Accountability	Relevant Offices/Persons/Units for Implementation	Cost	Outcome	Time frame
<i>5.3.3 Develop a maximizing equity training workshop for all registered student/Greek/athletic organizations</i>	VP Student Affairs	Office of Student Programs Student Groups Office of Social Equity		Enhance knowledge of diversity issues among students	2003-2004
<i>5.3.4 Expand community service opportunities in underrepresented communities as substitution for course requirement (e.g. senior capstone experiences, co-op experiences, etc.)</i>	VP Academic Affairs VP Student Affairs	Community Service Director Director of Community & Academic Programs		Provide diversity experiences for students	2005-2006