

# Creating an Inclusive Campus: Case Reports

November 7, 2022



Council of  
Independent  
Colleges

**2022 Institute for Chief Academic Officers  
with Chief Financial and Chief Enrollment Officers**



# 2022 Institute for Chief Academic Officers with Chief Financial and Chief Enrollment Officers

**TENACIOUS. CONFIDENT. FORWARD-LOOKING.**



The Council of  
Independent Colleges

guidebook



**CIALFO**

# Presenters

**Ann M. Vendrely**, Vice President for Academic Affairs, Goshen College

**Heather Moore Roberson**, Director of Faculty Diversity and Inclusion, Allegheny College

**Lisa Perfetti**, Provost, The College of Wooster

2022 Institute for  
Chief Academic  
Officers with  
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The logo for the Institute for Chief Academic Officers (CIC) features a stylized white 'C' with a caduceus-like symbol inside, followed by the letters 'CIC' in a serif font.

# Becoming a Hispanic Serving Institution

Goshen College  
Indiana

# Goshen College

**Mission:** Goshen College transforms local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love of God and neighbor.

**Location:** Goshen, Indiana (pop. 32,000)

**Motto:** Culture for Service

**Core Values:** Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, global citizenship



## Focus on our Local Community

Transformational grant from the Lilly Foundation, AY 2006-14 to focus on improving intercultural opportunities:

- Created focused outreach to the growing Latino community in Goshen
- Conducted intercultural training for faculty and students
- Developed new academic programs and support services

Institutionalized many of those innovations to support ongoing development and support for Latino/a students, AY 2014-22, such as:

- Bilingual admissions and financial aid staff
- Expanded Academic Success Center with bilingual counselors
- Ongoing faculty development
- Curricular design

# Faculty Development

Increased cultural awareness—now Inclusive Excellence:

- Presentations by Teaching for Learning Center
- Topic included in Dean's workshop each fall
- Curricular updates—include different voices in course materials

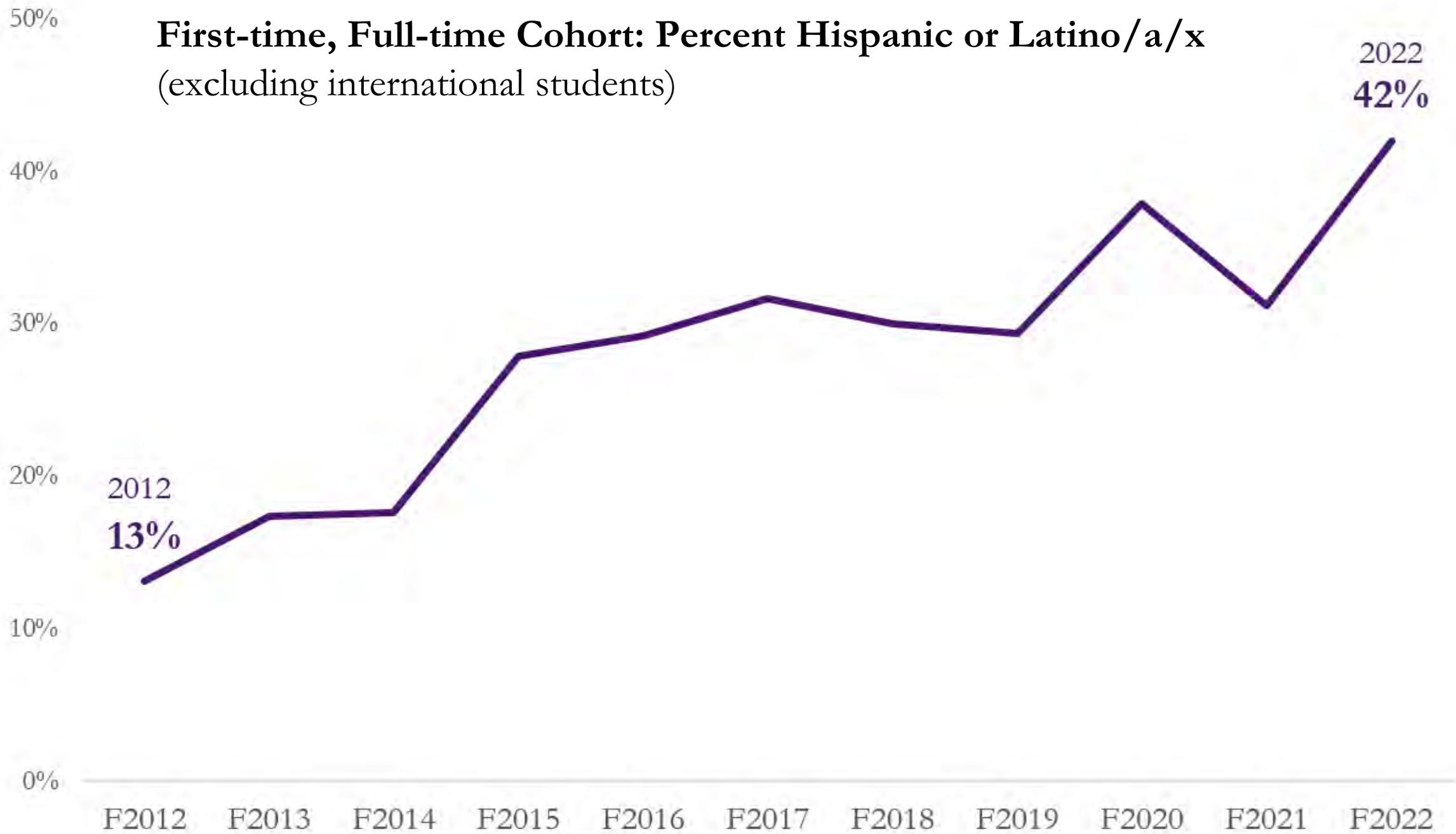
## Pedagogy

- Active Learning techniques
- Classroom Discussion
- Multiple Assessments
- Get to know students individually

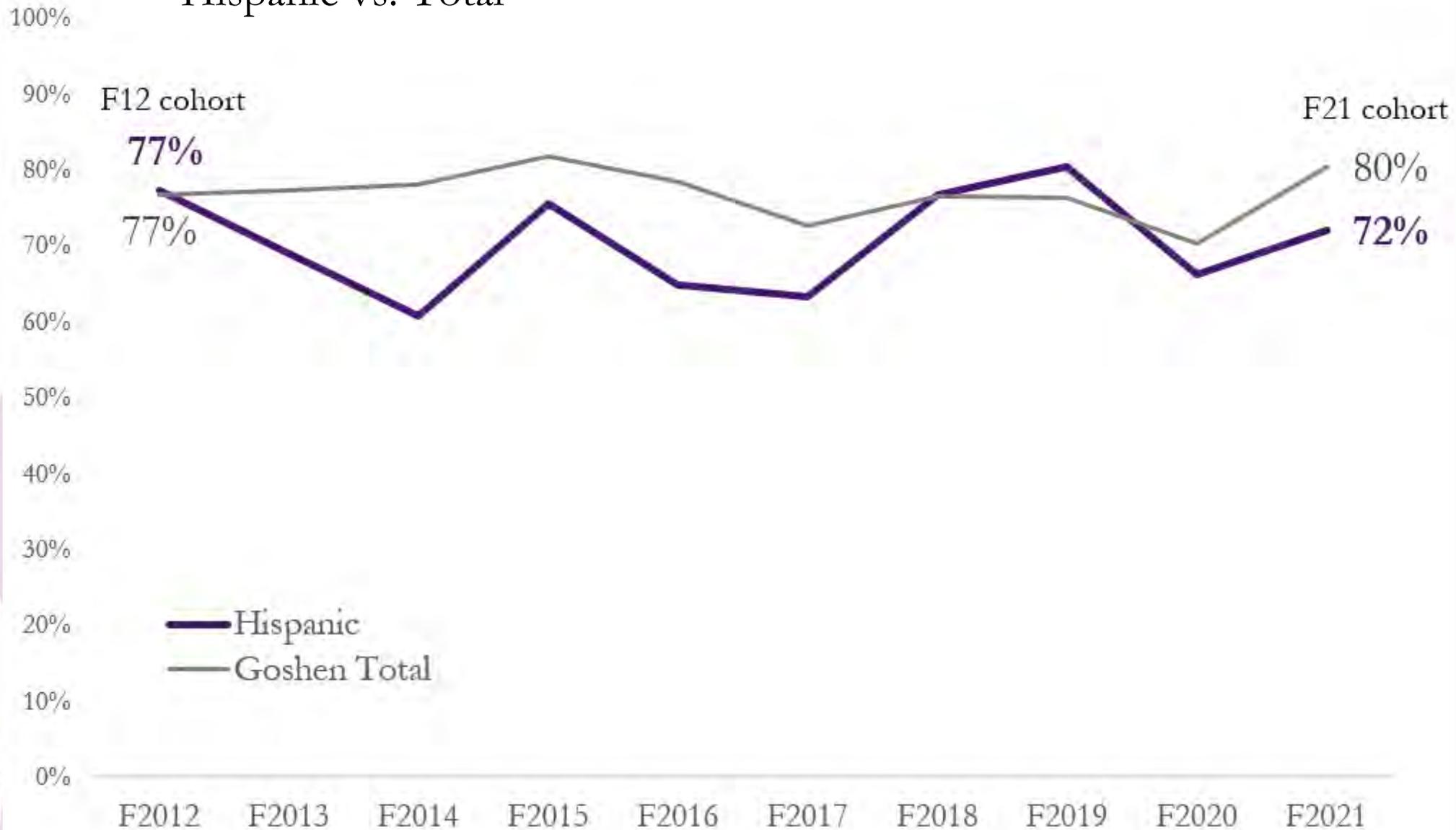
## Accountability

- Annual departmental reports
- Disaggregated institutional data

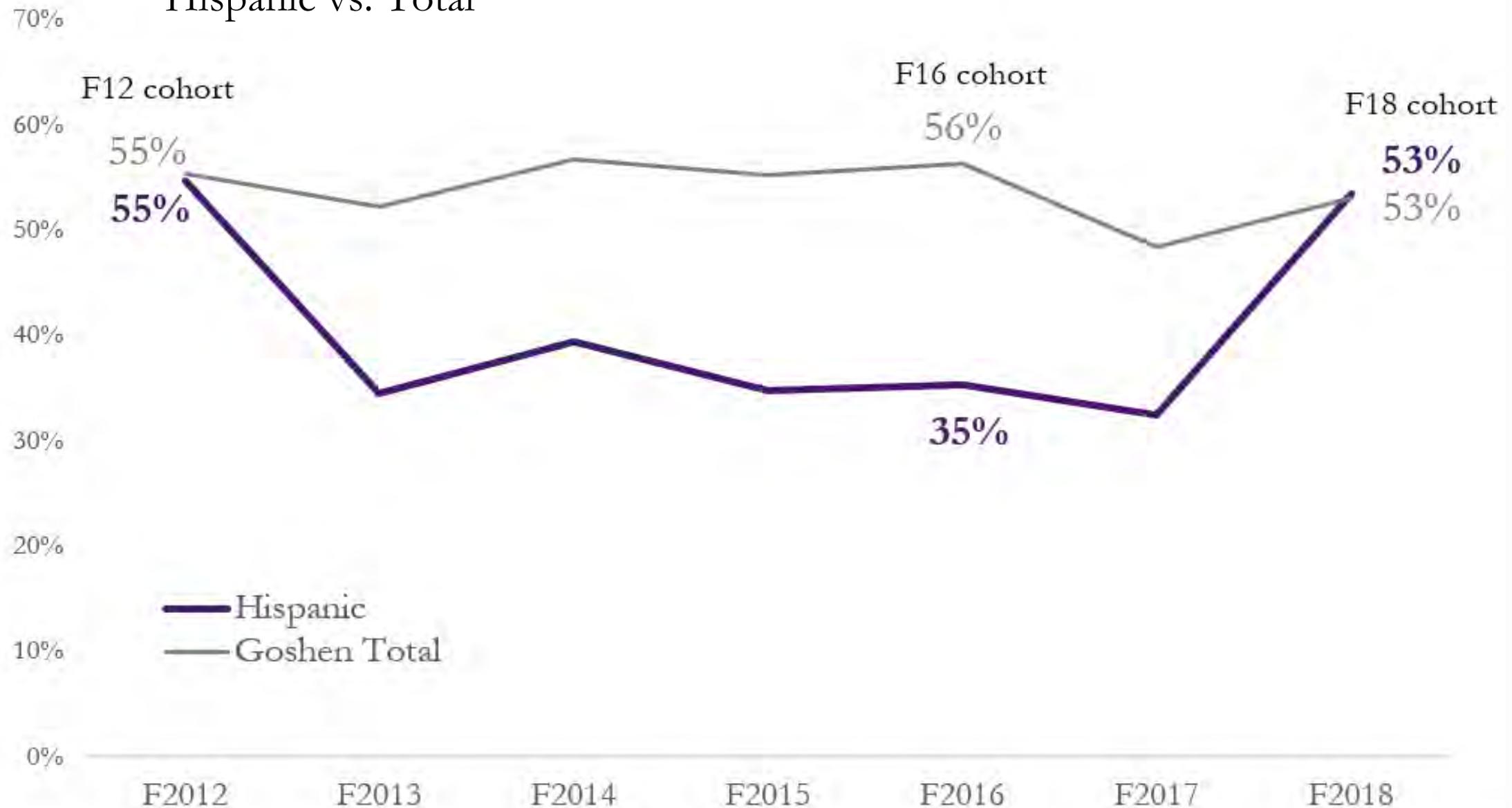
# First-time, Full-time Cohort: Percent Hispanic or Latino/a/x (excluding international students)



# First-time, Full-time Cohort: Fall-to-fall Retention Rate Hispanic vs. Total



# First-time, Full-time Cohort: 4-Year Graduation Rate Hispanic vs. Total



# Next Steps

## **Students:**

- Continued outreach to the community and families
- Provide support (in and out of the classroom)
- Enhance leadership programs

## **Faculty:**

- Continued faculty development
- Attract and retain more diverse faculty

## **Accountability:**

- Improve departmental performance
- Improve student retention and graduation rates

## References

- Case, K.F. (2013). Teaching strengths, attitudes, and behaviors of professors that contribute to the learning of African-American and Latino/a college students. *Journal on Excellence in College Teaching*, 24 (2), 129–154.
- Case, K.F. & Hernandez, R. (2013). “But Still, I’m Latino and Proud”: Ethnic identity exploration in the context of a collegiate cohort program. *Christian Higher Education*, 12 (1–2), 74–92.

# A Focus on Equity: Challenges, Living Pillars, and Recruitment/Retention of Faculty of Color

Heather Moore Roberson, Ph.D.  
Dean of Diversity, Equity, and Inclusion



ALLEGHENY  
COLLEGE

# Allegheny College: Facts and Figures



- 1,400 undergraduate students
- Location: Meadville, PA  
(Population: 13,000)
- Distinctive Major/Minor Requirement
- Statement of Community
- 21% domestic students of color;  
17% faculty of color

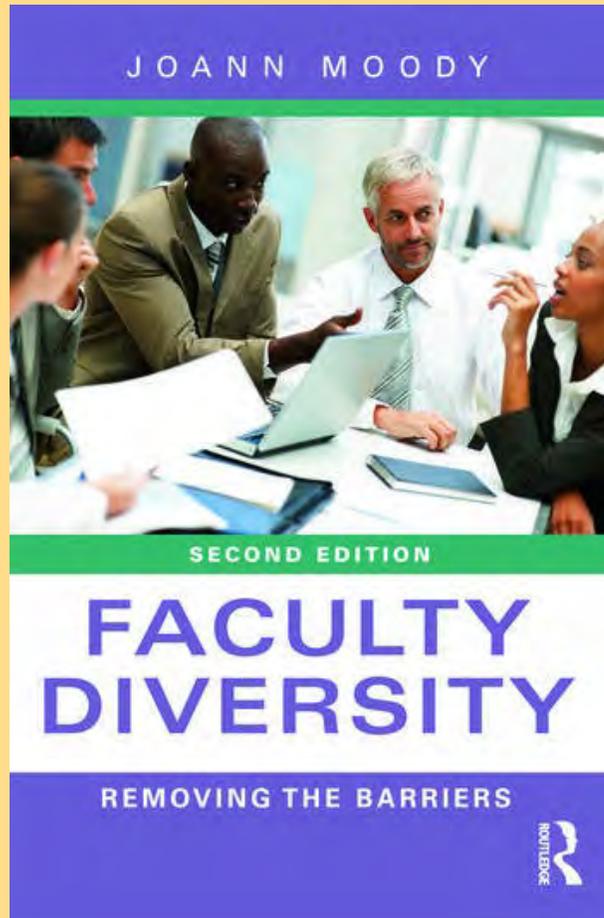
# Primary Challenges

- Infusing DEI throughout the entire campus (and surrounding community)
- Recruiting and Retaining Historically Underrepresented Faculty
  - *URW* (Underrepresented Women)
  - *NI* (Native & Indigenous)

# Office of Diversity, Equity, and Inclusion

- *Why place an emphasis on equity?*
- Plans and Projects
  - Construction of Living Pillars
  - Faculty Recruitment
  - Faculty Retention

# Resource



JoAnn Moody, *Faculty Diversity:  
Removing the Barriers*  
(Routledge, 2011)

# Equity-Minded Work for Faculty Thriving: Thinking Structurally

Lisa Perfetti  
Provost, The College of Wooster  
November 2022

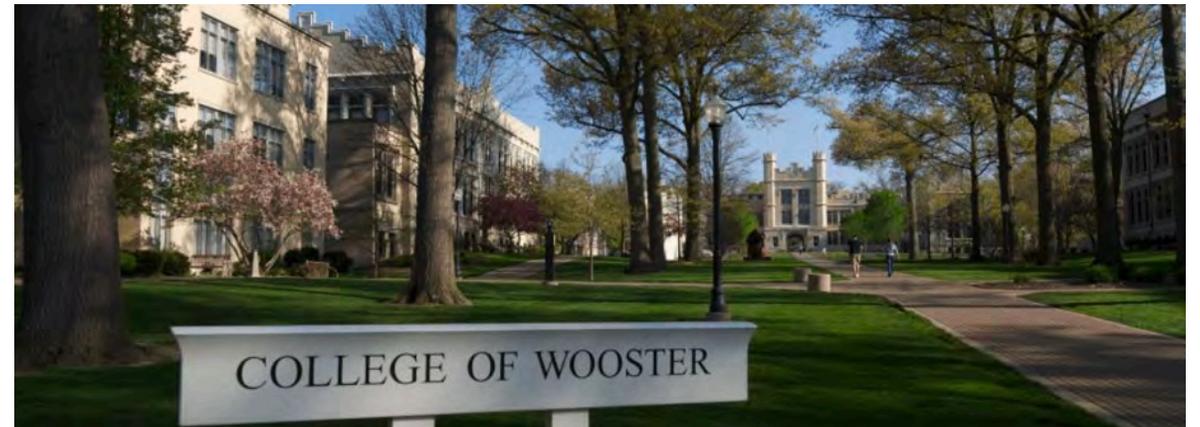
# Two Colleges

- Whitman College: c. 1500 students; Walla Walla, Washington
- The College of Wooster: c. 1950 students; Wooster, Ohio



## Shared characteristics:

- PWI in rural location
- Small liberal arts colleges
- Common for faculty to be “onlys” in their department

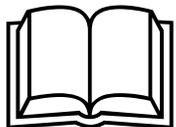


# Does this sound familiar?

- Faculty from minoritized groups express burnout from mentoring students seeking them out because of (perceived) shared identities.
- Associate Professors feel an increased weight of service.
- Most mentoring programs on campus are designed to help junior faculty.
- No one is quite sure how to capture the reasons for faculty leaving or why faculty stay.
- It is difficult to address the question of “Is it worse here than elsewhere?”
- Faculty leaders and administrators are rarely working together in targeted ways to address the above.

# Faculty of Color Network for the NW5C

- Five colleges in the Pacific Northwest: Lewis and Clark College, Reed College, Whitman College, The University of Puget Sound, Willamette University
- Concept: Go beyond helping individual faculty “navigate” the culture of the institution: put faculty and administrators together in partnership to think structurally about the conditions needed for faculty thriving
- 2012-present; yearly workshop put together by faculty development administrators on topics around recruitment and retention of faculty of color
- Sessions facilitated by previous faculty participants: “by faculty for faculty,” with administrative support



Benitez, et al., “‘Someone Who Looks Like Me’: Promoting the Success of Students of Color by Promoting the Success of Faculty of Color,” *Liberal Education*, 2017

# GLCA BIPOC Faculty Leadership Network

- 13 colleges in the Greater Lakes Colleges Association (GLCA)
- Started in 2021
- Each campus sends 2–3 representatives, ideally at the Associate level
- Faculty choose one theme per semester or year
- Approximately 3 virtual meetings per semester facilitated by GLCA staff
- Retreat in May to provide networking/mutual support and shared learning

# Outcomes and Challenges

- Report on *Invisible Labor* shared across colleges with administrators, tenure committees and other groups
- Friendships fostered across the institution
- Relatively large consortium with distance between some campuses
- How to know what's working: data collection
- Administrative turnover: provosts, deans, presidents
- Faculty leadership is key in addressing that challenge!

## Questions for your campus

- ✓ How often do administrators talk to faculty leaders about climate on campus?
- ✓ What structures already exist?
- ✓ What barriers could be overcome?
- ✓ How would seeking a nearby partnership help decrease isolation and increase “can do” mentality?



# QUESTIONS?

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# THANK YOU



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