

STUDENT AFFAIRS DIVERSITY ACTION AND ASSESSMENT PLAN

Illinois State University



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STUDENT AFFAIRS

The Division of Student Affairs is one of four divisions at the University joined by Finance and Planning, Academic Affairs, and University Advancement. The vision of the Division of Student Affairs is to influence the campus culture to achieve student engagement, inclusion, and pride in Illinois State.

We realize this vision through our identity as the umbrella for many campus services, programs, and facilities that augment the formal education of students and promote personal growth and development.

Student Affairs includes a diverse group of units including: Bone Student Center, Campus Dining Services, Campus Recreation, Career Center, Dean of Students Office, Disability Concerns, Health Promotion and Wellness, Illinois State University Police Department, Student Affairs Information Technology, Student Counseling Services, Student Health Services, and University Housing Services.

PURPOSE OF PLAN

The purpose of this plan is to provide action items for immediate implementation and a systematic framework for measuring the outcomes. The Organizational Diversity Plan supports the Educating Illinois Core Value of Diversity (below) and the division's goal to "***foster a more fully diverse and inclusive community***":

Educating Illinois Core Value of Diversity: Illinois State University affirms and encourages community and an informed respect for differences among students, faculty, and staff by fostering an inclusive environment characterized by ethical behavior and social justice that prepares students to be fully engaged participants in a global society. The University supports a diverse faculty and staff who mentor a diverse student population. The University endeavors to create a varied and inclusive community where all students, staff, and faculty are active participants in a global society characterized by teamwork,

respect for differences, civic engagement, and educational goals which celebrate diversity (Illinois State University, 2011).

DESIGN AND CHARGE OF TASK FORCE

The Division of Student Affairs Diversity Task Force was charged with the development of its first organizational diversity plan to be implemented in Fall of 2011. The task force included fourteen staff members representing all twelve departments in the division and the Office of the Vice President. For the purpose of creating the plan, underrepresented groups were defined as students and staff of color and/or sexual orientation. In addition to developing outcomes, the task force was also charged with identifying ways to measure the action steps aimed at meeting desired results.

The task force was asked to recommend actions in the following areas:

- Support the academic success of historically underrepresented students.
- Assist in the recruitment and retention of staff from historically underrepresented groups.
- Assist in the University's efforts toward making the campus community a welcoming and supportive environment for students and staff from underrepresented groups.

The work of the Task Force was informed and influenced by:

- *Educating Illinois* – Illinois State University's Strategic Plan
- 2009 findings and recommendations of Illinois State University's Diversity Task Force
- Division of Student Affairs vision, goals, and department priorities
- 2008 statement and goals on diversity in educational programs
- 2009 report of the Recruitment and Retention Committee
- 2010-2011 Illinois State University Factbook
- Select diversity plans compiled from other divisions of student affairs
- Select literature review surrounding diversity, inclusion, and cultural competency

Members of the task force included:

- Jim Almeda, Health Promotion and Wellness
- Ann Caldwell, Disability Concerns
- Pam Cooper, Career Center
- Arlene Hosea, Campus Dining Services/Office of the Vice President for Student Affairs
- Bill James, Campus Recreation
- Patty Martinez, Bone Student Center
- Danielle Miller-Schuster, Office of the Vice President for Student Affairs (Task Force Chair)

- Tonya Mintz, Student Affairs-Information Technology
- Dr. Patrick Moraleda, Student Health Services
- Dr. Brent Paterson, Office of the Vice President for Student Affairs
- Harriett Steinbach, Dean of Students Office
- Dr. Jason Vasquez, Student Counseling Services
- Doni Walker, Campus Dining Services
- Hurdylyn Woods, University Housing Services

INTRODUCTION

The recommended diversity goal for the Division of Student Affairs is to *become a culturally responsive community through advocacy, leadership, and education to foster a more fully diverse and inclusive community.*

In order to be successful, the task force strongly recommends the following be in place to move forward:

1. A Student Affairs diversity statement that supports the University's mission, vision, and values
2. Dedicated staffing to support the goals of the diversity plan
3. Appropriate resources to meet intended outcomes as outlined in the plan
4. Clearly-established expectations for staff in the Division of Student Affairs
5. Ensure accountability on an individual, department, and division level

INTENDED OUTCOMES

For each of the four outcomes developed, action steps were created for implementation in years one through three according to the planning timeline and the resources needed for execution. The intended outcomes are broad enough that they can be incorporated across the division, but specific enough to be measured. This plan includes measures on a division, department, and individual level.

Outcome 1: Move beyond awareness to proactive support of student and staff diversity initiatives, programs, and services.

Outcome 2: Strengthen recruitment and retention efforts to develop and maintain more diverse staff and students.

Outcome 3: Develop and enhance partnerships to create a more inclusive campus community.

Outcome 4: Develop professional competencies of equity, diversity, and inclusion at all levels of the organization.

KEY STAKEHOLDERS

There are two levels of stakeholders: 1) those involved in the process and responsible for implementation and assessment and 2) those that benefit from our progress.

Stakeholders involved in the process and responsible for implementation and assessment:

- Select staff members and students who will serve on an ongoing Diversity Council
- The Vice President for Student Affairs and the Executive Team who play a critical role in establishing a commitment to diversity through support, assessment, and resources (human and fiscal)
- Department directors/deans, staff, and student employees in each department

Internal audiences largely interested in improvement:

- Vice President for Student Affairs and the Executive Team
- Department directors/deans
- Department staff
- Current students
- Student Affairs Diversity Council
- The students, staff, and faculty we serve

Internal audiences interested in both improvement and accountability:

- Campus community
- University Diversity Task Force/Council
- President, Board of Trustees, and Cabinet

External Audiences interested in both improvement and accountability:

- Prospective employees and students
- Alumni and potential donors

POLICIES AND PROCEDURES

The collection and compilation of assessment data will be managed by the Office of the Vice President for Student Affairs. The data will be organized and reviewed by the Division's Executive Team. Individual data including identifiable information will remain confidential. Data will be collected in a systematic way providing staff with deadlines and direction on how and what evidence to collect and the process for reporting results.

ACTION PLAN

Outcome 1: Move beyond awareness to proactive support of student and staff diversity initiatives, programs, and services

Action Steps:

1. Establish a division-wide staff diversity committee with representation from each department

Context:	Currently no committee within the division exists. Members of the committee will be tasked with reviewing the progress of the action steps and determine where gaps exist in the plan. Additionally, they will assist with assessment by creating surveys, conducting focus groups, and recommending changes to the Vice President based on their findings.
Responsibility of:	Division
Assessment Method:	Compile goals, accomplishments, and data in a year-end report
Implementation Year:	1

2. Promote campus and community diversity initiatives, programs, affinity groups, and services on the new Student Affairs website

Context:	A new Student Affairs website will launch in August of 2011. According to the results of the university's faculty and staff campus climate survey in 2008, respondents reported that opportunities were available on campus but not well promoted (Illinois State, 2009). To increase participation and endorse current programming, affinity groups, and services available, the website will showcase these opportunities consistently.
Responsibility of:	Division and Department
Assessment Method:	Assess current policies and practices Audit marketing/promotional materials (includes website)
Implementation Year:	1

3. Develop a more intentional mentorship program for diverse staff who are new to Student Affairs in collaboration with the Professional Development Committee's new staff mentorship program

Context:	The division currently provides new staff (if interested) with mentors for their first year in Student Affairs. The program is 2 years new and the matching of mentees and mentors is not intentional. A new application for the program asking targeted questions about mentee needs and expectations provides the opportunity to identify a compatible mentor.
Responsibility of:	Division, Department, Individual
Assessment Method:	Evaluate individual commitment to diversity plan through performance appraisals Participation Data

Implementation Year: 1

4. Develop a diversity professional development series (in collaboration with campus and community constituencies) which includes varying levels of participation (awareness, knowledge, skills, and action)

Context: A collection of programs, trainings, activities, etc. will be offered and marketed to staff (both sponsored and not sponsored by Student Affairs) as opportunities for meeting the goals of individual cultural competency plans and departments.

Responsibility of: Division (develop), Department (promote/support), Individual (participate)

Assessment Method: Evaluate individual commitment to diversity plan through performance appraisals
Consistently survey staff to gauge understanding, needs, and expectations
Participation Data
Program Evaluation
Focus Groups

Implementation Year: 1 (planning); 2 (implementation)

5. Expand the Cultural Career Network Program (CCNP) to include diversity training/professional development for student employees and student managers (in Student Affairs)

Context: Some departments in Student Affairs provide cultural competency training for student employees and managers, but it is not carried out consistently across the division. Expanding the CCNP provides the opportunity to streamline training and help students become more culturally competent employees and learn how this competency will aid them in future employment opportunities.

Responsibility of: Division and Department

Assessment Method: Assess current policies and practices
Conduct focus groups with departments to determine diversity training needs
Audit marketing and promotional materials (including website)
Participation Data
Pre- and Post-Test
Program Evaluation

Sample of student employee appraisals

Implementation Year: 1 (planning); 2 (implementation)

6. Recognize, share, and promote individual and department success in the areas of diversity and inclusion (diversity champions, mentor awards, best practices)

Context: If the division values diversity, it is important to recognize both individual and department programs, initiatives, and services. It is equally essential to provide opportunities for departments to share

best practices. There is not always a need to leave campus to learn from our peers.

Responsibility of: Division (to recognize and provide opportunities to share best practices) and Department

Assessment Method: Assess current policies and practices
Use of toolbox to benchmark
Compile goals, accomplishments, and data in a year-end report

Implementation Year: 1

7. Deliver a consistent *commitment to diversity* message across the division

Context: It should be apparent through our mission statements, organizational values, and strategic plans that we value diversity. This should be obvious through our websites, marketing materials, programming, actions, communication, and offices.

Responsibility of: Division, Department, Individual

Assessment Method: Assess current policies and practices
Ensure that the mission and strategic plan for each department reflects a commitment to diversity
Audit marketing and promotional materials (including website)
Compile goals, accomplishments, and data in a year-end report

Implementation Year: 1 (planning); 2 (implementation)

Outcome 2: Strengthen recruitment and retention efforts to develop and maintain more diverse staff and students

Action Steps:

1. Ensure that selection committees are diverse (including gender, ethnicity, classification, years of service, etc.)

Context:	A diverse selection committee provides multiple perspectives. Any selection committee compiled for an open position in Student Affairs will be required to assemble a representative committee.
Responsibility of:	Division and Department
Assessment Method:	Assess current policies and practices Ensure that the mission and strategic plan for each department reflects a commitment to diversity Compile goals, accomplishments, and data in a year-end report
Implementation Year:	1

2. Provide and promote opportunities for diverse students to learn about careers in Student Affairs

Context:	Without a major sequence in College Student Personnel Administration at the undergraduate level, it is important to share career information with student leaders and student employees. In conjunction with associations like NASPA's career in Student Affairs program and undergraduate fellows program, the division will host information sessions and promote careers in the field through mentorship.
Responsibility of:	Department and Individual
Assessment Method:	Audit marketing and promotional materials (including website) Compile goals, accomplishments, and data in a year-end report Program evaluations
Implementation Year:	1

3. Develop a grant program for “programs with promise”, “people with promise”, and “professional development with promise”

Context:	The development of a grant program will provide staff the chance to request funding for a new diversity program or initiative that will impact the recruitment or retention of staff and/or students. Staff members could also request small grants to spend time (lunch, dinner, campus event, community event, etc.) with another staff member in the division or a student for retention purposes. The goal could be to engage in conversation, network with others on campus, or introduce them to the community. Additionally, staff members have limited professional development dollars. The money is often spent on professional development directly related to their position. This fund would provide funding for staff members who wish to attend diversity workshops, seminars, or conferences based on their individual cultural competency plans.
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Responsibility of: Division, Department, and Individual
Assessment Method: Evaluate individual commitment to diversity plan through performance appraisals
Participation Data
Program Report
Implementation Year: 1 - 2

4. Create a Student Affairs Multicultural Networking Alliance (affinity group)

Context: This alliance provides an opportunity for staff of color, LGBTQ staff, and allies to gather on an ongoing basis to network and socialize.

Responsibility of: Division
Assessment Method: Compile goals, accomplishments, and data in a year-end report
Consistently survey staff to gauge understanding, needs, and expectations
Conduct focus groups and interviews
Participation Data
Implementation Year: 2

5. Initiate ways for diverse alumni and retirees to play a role in student programs and initiatives (including mentorship, support for organizations, etc.)

Context: Including diverse alumni and retirees in student programs and initiatives provides the opportunity for students to learn from their experiences and witness their success. It provides powerful networking opportunities for mentorship and career preparation and exploration.

Responsibility of: Department
Assessment Method: Assess current policies and practices
Ensure that the mission and strategic plan for each department reflects a commitment to diversity
Benchmark campus-wide mentor programs and evaluate success
Program evaluation
Interview alumni and/or student participants
Compile goals, accomplishments, and data in a year-end report
Implementation Year: 2

6. Create and use a repository of staff networks, affiliations, and associations for the recruitment of staff

Context: In order to advertise and promote open positions to a more diverse constituency, a list of staff members and their affiliations will be hosted on the new Student Affairs website. Search committees will use the repository to post positions on Listservs, association forums, etc. It provides a low-cost and/or free opportunity to advertise positions to a broader audience.

Responsibility of: Division, Department, and Individual
Assessment Method: Assess current policies and practices
Compile goals, accomplishments, and data in a year-end report

Implementation Year: 2

7. Create a physical display (in a prominent location or multiple locations) celebrating the history and accomplishments of diversity at Illinois State

Context: Illinois State has a proud history of diversity. In order to celebrate those accomplishments, a physical display provides current students, faculty, staff, prospective students, community members, and guests to learn about the University's longstanding commitment to inclusiveness.

Responsibility of: Division

Assessment Method: TBD

Implementation Year: 3

8. Create a Student Affairs summer internship program for diverse undergraduate students between their junior and senior year

Context: The summer internship program provides diverse students the opportunity to learn about Student Affairs from a variety of perspectives. This program would make available a pipeline of diverse students for potential careers in Student Affairs at Illinois State or at other colleges and universities. A potential model could include NASPA's undergraduate fellows program.

Responsibility of: Division and Department

Assessment Method: TBD

Implementation Year: 3

Outcome 3: Develop and enhance partnerships to create a more inclusive campus community

Action Steps:

1. Establish an understanding of the division's value and commitment to diversity during New Staff Orientation

Context:	As new staff join our community, it is important to provide them with an introduction to what we value as a division, the opportunities available, and expectations. New Staff Orientation provides an ideal setting to share this information as they begin their new positions.
Responsibility of:	Division
Assessment Method:	Consistently survey staff to gauge understanding, needs, and expectations Program evaluation
Implementation Year:	1

2. Increase awareness about student demographics from Enrollment Management & Academic Services (EMAS)

Context:	Sharing information regarding the demography of the student population improves department planning and decision-making. As this information is available from EMAS, it should be shared division-wide on a consistent basis.
Responsibility of:	Division and Department
Assessment Method:	Compile goals, accomplishments, and data in year-end report (changes as a result)
Implementation Year:	1

3. Partner with Chamber of Commerce and Human Resources to develop resource packets for new staff

Context:	The goal of developing resource packets is to provide consistent information about the campus and community to all prospective employees. The information should showcase the diversity of programs, services, businesses, organizations, churches/congregations available for potential employees and their families. A one or two day interview schedule may not provide an accurate representation of all that the University and the community have to offer.
Responsibility of:	Division
Assessment Method:	Assess current policies and practices Use of resource toolbox for departments
Implementation Year:	2

4. Collaborate with Human Resources to develop training and interview techniques which reflect cultural awareness

Context:	Search committee training does not include such techniques. Select staff in the division will collaborate with Human Resources to develop
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a training that prepares our search committees to conduct searches with a commitment to equity, diversity, and inclusion.

Responsibility of: Division and Department
 Assessment Method: Compile goals, accomplishments, and data in a year-end report
 Training evaluations
 Implementation Year: 2

5. Collaborate with the Center for Teaching, Learning, and Technology (CTLT) to co-sponsor diversity-related workshops and training (including panel discussions, recent research findings, seminar series, etc.)

Context: Include CTLT as a partner when developing the division’s diversity professional development series. Workshops and seminars would be open to the campus community providing staff in Student Affairs the ability to network and potentially partner with members of the faculty.

Responsibility of: Division and Department
 Assessment Method: Assess current policies and practices
 Participation Data
 Program Evaluation
 Implementation Year: 2

6. Partner with McLean County (leadership programs, human relations committee, etc.) to increase involvement and engagement opportunities for staff in the community

Context: Many involvement opportunities already exist in the community. The division does not wish to replicate what is already being done but instead to promote the opportunities to staff and support participation as part of their individual cultural competency plans.

Responsibility of: Division, Department, and Individual
 Assessment Method: Assess current policies and practices
 Evaluate individual commitment to diversity plan through performance appraisals
 Participation data
 Compile goals, accomplishments, and data in a year-end report
 Implementation Year: 2-3

7. Coordinate an Annual Diversity Summit open to staff, students, and faculty

Context: A summit would provide staff, students, and faculty the opportunity to gather to learn from national speakers, engage in discussion about creating and sustaining an inclusive campus climate, and to create a shared vision for future goals.

Responsibility of: Division
 Assessment Method: TBD
 Implementation Year: 3

Outcome 4: Develop professional competencies of equity, diversity, and inclusion at all levels of the organization

Action Steps:

1. Create division-wide cultural competency expectations

Context:	A minimum level of cultural competency will be developed by the Vice President and expected of all employees who work in the Division of Student Affairs. This level will be used to inform departments as they create department and employee expectations.
Responsibility of:	Division
Assessment Method:	Benchmark of accreditation/association competencies required Focus Groups
Implementation Year:	1

2. Establish cross-cultural competencies by department

Context:	Each department will develop cross-cultural competencies informed by organizational responsibilities, association values, and accreditation standards. This will be different for each department but will include at least the minimum level of cultural competency established by the Vice President.
Responsibility of:	Department
Assessment Method:	Assess current policies and practices Ensure that the mission and strategic plan for each department reflects a commitment to diversity Compile goals, accomplishments, and data in a year-end report Benchmark of accreditation/association competencies required
Implementation Year:	1

3. Include professional competency of equity, diversity, and inclusion in position descriptions

Context:	To show the division's commitment to diversity and to hold staff accountable, each position description will include a professional competency of equity, diversity, and inclusion. This statement will be added to new and ongoing position descriptions. The addition of this statement to current position descriptions provides the opportunity for managers to discuss the division's commitment to diversity and implementation of the individual cultural competency plans
Responsibility of:	Department
Assessment Method:	Assess current policies and practices Compile goals, accomplishments, and data in a year-end report
Implementation Year:	1-2

4. Institute individual *cultural competency* plans and assess progress through performance appraisals

Context:	Staff members will be expected to create annual cultural competency plans. They will choose professional development opportunities available throughout the academic year to meet their goals. Department managers will hold members accountable through the annual appraisal process .
Responsibility of:	Department and Individual
Assessment Method:	Assess current policies and practices Ensure that the mission and strategic plan for each department reflects a commitment to diversity Sample of employee appraisals Consistently survey staff to gauge understanding, needs, and expectations Compile goals, accomplishments, and data in a year-end report
Implementation Year:	2

ASSESSMENT METHOD/TYPE

The methods selected to assess the intended outcomes of the division's diversity plan include both direct and indirect evidence. The direct methods provide tangible evidence of meaningful application of what students and staff are learning and experiencing. In addition to the Division's responsibility for assessing intended outcomes, departments and individuals (staff and students) will be responsible for developing specific learning outcomes for action items they are responsible for implementing. This will increase the number of methods utilized to assess learning. From a program level, the following are examples of direct measures recommended to assess the action steps outlined in the diversity plan:

- Reflections included as part of the self-appraisal process (staff are asked to demonstrate their progress prior to being formally evaluated by their supervisors)
- Ratings of skills and abilities of staff and student work by supervisors as part of the annual (or semi-annual) appraisal process
- Workshop or seminar pre-test to determine level of understanding prior to the training and a post-test to determine knowledge acquisition
- Case studies used for cultural competency training (students and staff)
- Student and staff reflections on their values, attitudes, and expectations as part of surveys, interviews, and focus groups
- Samples of student and staff performance appraisals
- Reflections from staff who were awarded grants (through grant reports)
- Journal entries by staff and/or students (as part of mentorship programs, professional development workshops, event participation, or as part of individual cultural competency plans)
- Portfolio of student work as part of the internship program

In addition to direct evidence, indirect assessments include self-report measures which can be used at the individual, department, and division level. The following are examples of indirect measures recommended to assess the action steps outlined in the diversity action plan:

- Review of changes made to division and department policies and practices
- Audit results of marketing and promotional materials (including website)
- Benchmark and analysis of campus-wide mentor programs to evaluate success
- Department competencies as compared to accreditation/association competencies required
- Compilation of goals, accomplishments, and data in a year-end report
- Survey responses from staff to gauge understanding, needs, and expectations

- Analysis of department missions and strategic plans
- Student and staff ratings on satisfaction surveys
- Participation rates for programs, trainings, workshops, etc.
- Responses to pre- and post-tests used
- Results of program evaluations
- Sample of employee appraisals
- Sample of student employee appraisals
- Use of resource toolbox for departments on division website
- Retention rate of employees (staff and students)

ANALYSIS OF RESULTS

Depending on implementation year, each action item will be assessed based on its intended purpose. Since the organizational diversity plan is being introduced in the Fall of 2011, all year one action items will be assessed at the close of the academic year. A member of the Vice President's staff will assist in the development of new tools such as surveys, pre- and post-tests, and satisfaction surveys. If assessment tools already exist, a schedule of when and how to deliver the results to the Office of the Vice President will be provided to each department. Workshops will be held throughout the first year to assist staff members in their understanding of how to evaluate and assess learning in their programs. There will be an expectation that each program, service, or initiative will also include intended outcomes. For example, the creation of a diversity professional development series will have its own set of goals, objectives, and intended outcomes as will each of the workshops or seminars provided as part of that series. For action items to be implemented in the Fall of 2012 or Fall of 2013, planning progress will be monitored and assessed as needed throughout years one and two. Student Affairs staff members play a critical role in both the implementation and assessment of action items. It will be important to include mechanisms for providing feedback and/or recommendations as part of the process.

Results will be analyzed and a report will be drafted showing how each action item was assessed. The draft report will be shared with identified stakeholders for comment. Once feedback is received, a final report will be assembled and shared with stakeholders. The following is a recommended list of what will be shared and with whom:

- Vice President for Student Affairs and the Executive Team: success of efforts and resources spent; improvement areas for strategic planning; morale of employees and students; whether or not we are meeting our goals

- Department directors/deans: same as above
- Department staff: how the learning outcomes are making a difference; accomplishments; data to make decisions
- Current students: awareness of programs, trainings, and activities; examples of changes made as a result of their participation; how engagement impacts learning (making connections across the curriculum and co-curriculum)
- Student Affairs Diversity Council: will receive results in order to make continuous improvements to the assessment plan and performance measures
- Campus community: results of environmental scans; demographic usage reports; general responses to surveys and focus groups; expertise of staff
- University Diversity Task Force/Council: results that indicate support of university shared outcomes for diversity; accomplishments
- Cabinet, Board of Trustees, and President: a report about areas of growth and opportunities for improvement; accomplishments; how we support recruitment, retention, learning, etc.
- Prospective employees and students: our culture and commitment to diversity; professional development opportunities; programs and services; care for the individual; care for the community
- Alumni and potential donors: types of programming offered to students as part of their educational experience; commitment to diversity; how and in what ways students are participating and growing

Customized reports will be prepared and shared at the end of each academic year. Responses from any constituency will be used to inform the next year's framework for collecting and analyzing evidence.