



EMBRACING THE PROMISE OF TOMORROW, 2017-2022

**The Inclusion
Strategic Plan for
Springfield College**

**SPRINGFIELD
COLLEGE**





FROM THE PRESIDENT

We educate citizens who live in an increasingly global age and who, every day, experience variety that deeply enriches their knowledge and understanding. If we are to educate leaders in the Humanics philosophy—to serve humanity—then humanity, in its complexity, must be represented and considered.

This inclusion strategic plan, *Embracing the Promise of Tomorrow 2017-2022*, reflects the hard work over many years of a good number of people. I am thankful to my task force on diversity and inclusion, to the vice president for inclusion and community engagement and the professionals in that division, and to the strategic working group that, for the past year, has assessed all of the things that can enrich the Springfield College experience by promoting and ensuring diverse student, faculty, and staff bodies, and an inclusive atmosphere.

President Mary-Beth A. Cooper
April 2018



FROM THE VICE PRESIDENT FOR INCLUSION AND COMMUNITY ENGAGEMENT

In July 2015, I had the privilege and pleasure of joining the Springfield College community in the inaugural position of vice president for inclusion and community engagement. With the support and assistance from our community, we took on the task of laying out our long-term vision for diversity and inclusion at Springfield College. This plan, which is one component of the Springfield College strategic vision articulated in “Pathway to the Future,” touches, in many ways, each of the identified strategic priorities. This plan, *Embracing the Promise of Tomorrow*, will guide us in achieving long-term stability at Springfield College, where our commitment to diversity and inclusion will advance us forward into our ever-changing and vibrant global community.

On behalf of those who worked to develop *Embracing the Promise of Tomorrow* during the last two years, I invite you to read and reflect on the work within. This is not the plan of one individual, but rather a campus-wide plan that will require that we each commit to creating an inclusive and welcoming campus community. The goals of *Embracing the Promise of Tomorrow* address our curriculum, our policies, our climate, and our people. For us to achieve our rather aspirational goals, each of us will need to be committed to the vision.

I look forward to our continued collaboration.

Calvin R. Hill, PhD

Diversity Statement:

The Springfield College community strives to create a place where all members feel safe and welcomed. Through our policies, practices, and daily actions, we are committed to maintaining an inclusive environment. We do not tolerate discrimination or marginalization of any kind, and find such behavior unacceptable within our community. We believe our campus is stronger when all persons, regardless of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, socioeconomic status, size, diversity of thought, or veteran status feel secure. We hold all members responsible for creating and maintaining a welcoming and safe Springfield College community.

Process and Implementation of Plan:

Diversity and Inclusion was identified as an institutional priority in the work of the Presidential Design Team (Strategic Plan), which was formed in spring of 2015. The charge to the team was to review existing data (e.g., surveys, reports, plans), synthesize the information, and identify the next series of strategic priorities/themes for Springfield College - "Designing the Path Forward." The following plan represents proposed institutional efforts that will lead to more diverse and inclusive recruitment, retention, programming, campus climate, and academic offerings at Springfield College.

Arguably, this plan has been in development for the past four years. Prior to the formation of the Design Team, a task force was created by the College's newly appointed president in 2014 to look at existing practices around diversity and inclusion on campus. With the hire of a vice president for inclusion and community engagement in the summer of 2015, the College immediately took on the task of making inclusive excellence a priority at every level of the institution.

Diversity and Inclusion Goals:

Goal 1: Increase and retain visible and invisible diversity on the campus.

Objective 1: Increase and retain members of the faculty and professional staff from diverse backgrounds to be more representative of our campus and surrounding community.

Approach 1: Establish a recruitment and selection process designed to increase the diversity of individuals holding faculty and professional staff positions.

- A. In collaboration with the offices of Academic Affairs and Human Resources, create a comprehensive hiring guide for search committees.
- B. Hold training sessions on the topics of implicit bias and mitigation for search committees.
- C. Monitor advertisement placement.
- D. Insert language alluding to competence in diversity promotion/awareness and cultural competence within employment postings.
- E. Foster relationships with Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities that graduate individuals with doctoral degrees.

Approach 2: Support diverse faculty and staff members across the College.

- A. Continue and expand receptions for faculty and staff members of color.
- B. Establish a small fund to support diversity-related programming designed to aid in community building.
- C. Starting in the fall of 2018, conduct a yearly climate survey to gauge attitudes and beliefs of self-identified African, Latino, Asian, Native American (ALANA) employees.
- D. In collaboration with the Office of Academic Affairs, support faculty members of color during the promotion and tenure process by developing and offering cultural competency guidelines that address the many nuances of being a faculty member of color on the campus to tenure committees.

Objective 2: Increase and retain the number of diverse students within undergraduate and graduate student bodies.

Approach 1: With the offices of Undergraduate and Graduate Admissions, develop and/or improve targeted recruitment strategies designed to expand the applicant and admitted pool of highly qualified ALANA students, LGBTQ students, first-generation students, and students with disabilities.

- A. Working with the Office of Institutional Advancement, secure additional financial aid resources to assist with the recruitment and retention of ALANA students.
- B. Provide key recruitment material (print and web) information in Spanish.
- C. Incorporate at least one Spanish-speaking campus tour per week.
- D. Develop and support a first-generation college student program.
- E. Expand training for members of the faculty and staff to learn to work with students with disabilities.
- F. Leverage student participation in targeted summer pipeline initiatives (Social Justice Summer Academy and Summer Youth Employment Program) by offering Springfield College scholarships to participants.
- G. Examine yield data for first-year admitted students to explore if perceived campus climate impacted their decision to enroll or not to enroll.
- H. Monitor and stay abreast of ACT/SAT optional trends.
- I. Ensure that diversity and inclusion competencies are part of student ambassador training and messaging.
- J. Continue to work with the Office of Communications to ensure that College messaging is inclusive.
- K. Identify and enhance existing College visit days to aid in the recruitment of ALANA students, LGBTQ students, first-generation students, and students with disabilities.
- L. Annually review recruitment practices to make sure they are inclusive and welcoming.

- M. In collaboration with the Office of Residence Life, explore diversity-friendly housing options.
- N. Expand and increase marketing for the Cultural Connections pre-orientation program.
 - a. Emphasis should be placed on knowledge of campus resources, including but not limited to, academic support and counseling services.

Approach 2: Monitor and report regularly on the Springfield College climate as it relates to diversity.

- A. Working with the offices of Multicultural Affairs and Spiritual Life, survey students from diverse backgrounds to evaluate why students choose to remain at Springfield College, building off of our success.
- B. Conduct regular campus-wide climate studies.
 - a. See Goal 4.
- C. Collect and analyze student outcomes of ALANA students who choose to participate in Cultural Connections compared to those who do not.
- D. Track and report Springfield College demographics annually.
 - a. Further break down ALANA statistics in the annual Fact Book.

Goal 2: Enhance all students' diversity-related educational experiences by imparting the knowledge, awareness, and skills necessary to navigate a rapidly changing world, and to charge all students to fully embrace the Springfield College mission with a focus on "service to others."

Objective 1: Incorporate social justice and diversity topics more thoroughly across the curriculum.

Approach 1: In concert with the Office of Academic Affairs, review and revise, if necessary, the process by which courses are designated to fulfill a social justice requirement.

- A. Establish a working group to work alongside the Office of Academic Affairs to review and possibly revise the rubric whereby courses are assessed and evaluated based on social justice learning goals and content.
- B. Explore marketing strategies to bring increased awareness to our existing social justice minor and foster and encourage enrollment of students wishing to engage in this level of inquiry.

Approach 2: Review and revise the process by which courses and/or diversity-related content are integrated into majors.

- A. In collaboration with the Center for Excellence in Teaching, Learning, and Scholarship, provide faculty members with yearly workshops that focus on infusing diversity into the curriculum, thereby building confidence and support among instructors.

- a. Develop a resource guide to be housed on the Inclusion and Community Engagement PrideNET page, offering interdisciplinary research promoting diversity and inclusion.
 - i. Examples of research guide materials would include those on cultural competency, students with disabilities, and socioeconomically diverse students.

Approach 3: In collaboration with the Office of Academic Affairs, Faculty Senate, and other stakeholders, explore the feasibility of new majors, minors, and/or courses with a focus on diversity and inclusion.

- A. In partnership with the Office of Academic Affairs, examine current course offerings and explore areas of focus that would benefit from an increased number of diversity-themed courses and would satisfy general education requirements.
 - a. Explore the possibility of adding a diversity and inclusion component to first-year seminars.

Objective 2: Expand co-curricular opportunities to provide experience with issues of diversity and inclusion for students.

Approach 1: Develop and foster campus-based programming aimed at engaging students across the full range of human differences.

- A. Increase campus-based diversity and inclusion programming by strategizing with the Division of Student Affairs and academic departments to provide a seamless integration of external speakers and classroom content.
- B. Continue to increase awareness of the value of diversity and inclusion and explore the many faces of our ever-changing global world.
- C. Develop a campus ally program in which those versed in having difficult conversations around such topics as race, privilege, class, orientation, etc., will be available to debrief with students regarding sensitive issues presented during campus programs.

Objective 3: Increase funding sources to support inclusive educational programming across the College.

Approach 1: Work with the Office of Institutional Advancement to secure funds for supporting diversity- and inclusion-related programming.

- A. Raise resources by establishing a diversity and inclusion campaign.
- B. Secure funds from current donors who exhibit a social justice mindset.
 - a. Example: Tom Waddell Funds and the John Wilson Book Scholarship
- C. Explore opportunities to establish a social justice and inclusion center to focus on diverse abilities, race, ethnicity, gender, and LGBTQ issues.
- D. Foster increased ALANA alumni giving.

Goal 3: Ensure that the Springfield College campus is accessible.

Objective 1: Ensure that the Springfield College campus is fully inclusive and accessible to those with special needs, making sure that we are at the forefront of service provision.

Approach 1: Allocate resources to support inclusion and accessibility for all community members.

- A. Create an accessibility and inclusion task force to work with the offices of Facilities Management, Housing and Residence Life, Campus Recreation, Academic Success Center, Multicultural Affairs, and the office of the vice president for inclusion and community engagement to explore accessibility needs on campus.
 - a. Conduct periodic accessibility audits to explore gaps and/or needs as they relate to the Americans with Disabilities Act.
- B. Create a culture of communication and access between residents of the Candaras Davison Center for Inclusion and the campus community.
- C. Explore the possibility of a “textbook room” to be housed in the Harold C. Smith Learning Commons to provide book access for students who cannot afford them, or whose physical ability prohibits them from easily transporting heavy books around campus.
- D. Secure external funding to support the work of inclusion at Springfield College.
 - a. See Goal 2, Objective 3, Approach 1.
- E. Develop a resource guide as noted in Goal 2, Objective 1, Approach 2a.

Objective 2: Develop and/or enhance innovative partnerships between the College and community, breaking down real or perceived barriers for collaboration and access.

Approach 1: Increase pipeline and/or summer outreach efforts designed to expose area students to Springfield College.

- A. Work with student affinity groups to develop and host a student-focused diversity and inclusion summit for high school students as well as area college students.
- B. Expand the current Social Justice Summer Academy to a weeklong residential academy.
- C. Explore feasibility of a college bridge program designed to introduce area students to Springfield College.

Approach 2: Continue to build a strong reputation as well as advantageous relationships between the community and the College.

- A. Sponsor community-based events to be held on the campus.
- B. Provide ongoing cultural competency training to the Department of Public Safety staff.

Goal 4: Develop and support a campus and community climate that values all community members.

Objective 1: Reflect and develop processes whereby members of the campus community can examine their professed culture and values compared with community perceptions regarding diversity and inclusion.

Approach 1: Assess and/or make recommendations across campus whereby all offices, departments, and divisions work to make our campus community inclusive and accepting.

- A. In collaboration with the Division of Student Affairs, evaluate Springfield College co-curricular efforts to determine effectiveness in creating an inclusive and accepting campus climate.
- B. In collaboration with the Office of Human Resources, assess employee diversity efforts via the performance review process.
 - a. Add diversity and inclusion training to new employee orientation.
 - b. Hold annual refresher training for all employees, and encourage employees to attend at least one diversity-related program every year.
- C. Encourage and support increased educational programming on such topics as classism, heterosexism, ableism, and religion and spirituality.

Approach 2: Establish a Diversity and Inclusion Council.

- A. Council would serve in an advisory capacity to the vice president for inclusion and community engagement.
- B. Council would consist of a group of College community members including staff, faculty, and students, and would be charged by the vice president for inclusion and community engagement to generate ideas and formulate recommendations for increasing the College's effectiveness in reaching out to persons of all backgrounds.

Approach 3: Develop educational and training opportunities for the campus community.

- A. Expand the Diversity and Inclusion Luncheon Speaker Series.
- B. In collaboration with the Division of Student Affairs, ensure that diversity and inclusion training are a critical component to New Student Orientation and Residence Life.
- C. Provide ongoing cultural competency training to the Office of Public Safety staff as noted in Goal 3, Objective 2, Approach 2B.
- D. In collaboration with the Division of Enrollment Management, ensure that student tour guides (ambassadors) are able to speak about campus diversity and inclusion efforts.
- E. Develop a diversity and inclusion mini-grant that would allow faculty and staff members to explore opportunities to include diversity and inclusion in the classroom, workplace, and programs.

Approach 4: Recognize schools, divisions, offices, and personnel who exemplify diversity and inclusion.

- A. Create a Diversity Champion Leadership Program award to be given out each year in a formal ceremony to an employee who has greatly contributed to the goal of creating and sustaining an inclusive and welcoming campus community.
 - a. Consideration should be given to including this award into existing recognition programs on campus, such as the All College Meeting.

Approach 5: Foster increased opportunities for members of the campus community to engage in and across the city of Springfield.

- A. Designate one campus bulletin board as a “community bulletin board” to post local events.
- B. Continue to explore transportation opportunities for students to become involved in the greater Springfield community, such as expanding shuttle service to drop students off at local places of worship.
- C. In collaboration with community nonprofit organizations, continue to encourage Springfield College employees to participate on boards of directors and in other volunteer opportunities that are in line with our mission of service and leadership to others.

SPRINGFIELD COLLEGE



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