

# DEI at three institutions

Lessons learned from PWI settings

# Salve Regina University

NECHE Presentation

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Colby



# Salve Regina University at a Glance

## Mission Statement:

As an academic community that **welcomes people of all beliefs**, Salve Regina University, a Catholic institution founded by the Sisters of Mercy, seeks wisdom and **promotes universal justice**.

The University, through teaching and research, **prepares men and women for responsible lives** by imparting and expanding knowledge, developing skills and **cultivating enduring values**.

Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives.

In keeping with the traditions of the Sisters of Mercy and recognizing that **all people are stewards of God's creation**, the University encourages students to **work for a world that is harmonious, just and merciful**.

# Salve Regina University at a Glance

- Founded in 1947; co-ed since 1973
- Located in Newport, RI
- 2,000 undergraduate students
- 700 graduate students
- 46 majors: liberal arts & pre-professional
- 14 master's; 3 doctoral programs
- 96% full time; 60% residential
- 75% from Northeast
- Retention rate 85%; Grad rate 75%
- 13% BIPOC students
- 3% International students
- 10% BIPOC faculty

# Presidential Commission on Diversity, Equity and Inclusion

- Established Fall 2020 as a **standing entity** (not a temporary task force)
- **Chaired by President**
- 4 students; 4 faculty; 4 staff; nomination process and selection within each population; 2-year term
- Added assessment and communications advisory members
- Full Commission monthly meetings; subcommittee meetings
- Website and semester updates

# Presidential Commission on Diversity, Equity and Inclusion

- The Commission is charged with the following duties: (four subcommittees)
  - Regular review of Salve Regina's policies and procedures to ensure that they promote our University values and mercy mission and advance an institutional commitment to equity and inclusion.
  - Review and recommendation of ongoing training and development for students, faculty and staff to foster a culture of equity, inclusion and support for all members of our community.
  - Sponsorship of University-wide events and programs to promote deeper understanding of the systemic issues of social inequity and injustice and the ways in which a mercy education calls us to respond.
  - Regular, ongoing data collection to monitor University progress on institutional commitments to equity and inclusion.

# Initial Work of the Commission

- Develop statement to acknowledge and clearly define the University's commitment to diversity, equity and inclusion and communicate a University process to receive, review and redress bias incidents on campus that violate this statement.
- Host an annual equity and inclusion summit for the University community each spring to provide the best thinking on how to promote equity and inclusion on campus and give the University concrete best practices for improvements to its environment.
- Design and implement a training process for all members of the Salve Regina community, particularly those in high-impact roles, to offer a common vocabulary and understanding around issues related to diversity, equity and inclusion in order to develop a deeper foundation for inclusive conversations and community on campus.
- Contribute to a leadership development program for faculty and staff which will include training to better support students, faculty and staff from diverse backgrounds with an increased awareness on how to leverage the power of our diversity in living our mission.
- Review the University admissions and hiring processes and make recommendations for how to recruit, select and support future faculty, staff and students to ensure Salve Regina reflects the diverse backgrounds and gifts of our wider community.
- Develop and implement a regular campus-wide climate survey for students, faculty and staff to provide an ongoing measure of the University's commitment to advancing equity and inclusion as central to our mercy, Catholic mission.
- Review virtual and physical spaces on campus that support the work of equity and inclusion and make recommendations for modifications and improvement to the president and senior administration.



Colby College

# Colby College

- Traditional small, residential liberal arts college in Central Maine
- Student populations
  - 10% international, 55% from China
  - 10% First-generation – varies from 3% white to 40% black and native students
  - 14% Pell Grant Recipients
  - Students of Color
    - 5% Black
    - 8% Hispanic
    - 10% Asian
    - 6% Two or More
    - >1% Native

# What is DEI? Everyone has their definition...

## Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

## Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

## Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

# From our friends at AAC&U



As we look to the future, this moment provides an excellent opportunity to reflect upon our practices, to determine which were effective and which require revision, and to ask ourselves if these practices serve quality learning and further our equity goals or if they serve to erode those aspirations.

~AAC&U 2021 Virtual conference on General Education, Pedagogy, and Assessment website

# Office of Diversity, Equity and Inclusion

- Reports to the Dean of the College
- Staffed by a Dean
- Supported by
  - International Students Office
  - First Generation to College/Low Income Program for Student Success
  - Pugh Center (multi-cultural center)
  - Sexual Violence Prevention Peer Education
  - Bias Incident Prevention and Response
  - Confidential Title IX Advocacy
- Currently reviewing practices across the college for bias...
  - Such as roommate matching, assigning new students to COOT outdoor trips prior to enrollment

# Hard to understand differences if you don't know what they are...

- Analyze basic survey data by race and gender, financial aid and first gen...
- Will see differences that will be revealing and maybe not known or recognized...
- Provides some of the context for action

# Coast Guard Academy

# U.S Coast Guard Academy at a Glance

- CGA is one of Five Federal Service Academies  
(Naval Academy, West Point, Air Force Academy, Merchant Marine Academy)
- Unlike the other Service Academies, Congressional appointments are not required for admission.
- CGA is a “200 week” program focused on preparing young women and men to serve as leaders of character in the U.S. Coast Guard.
- Every cadet will spend 11 weeks each summer participating in real life Coast Guard experiences across our Service.
- We strive to recruit and retain a Corps of Cadets representative of the diverse talents and abilities of our nation.



# U.S. Coast Guard Academy at a Glance

- Established in 1876; co-ed in 1976
- Located in New London, CT
- 9 majors, STEM focused
- Bachelor of Science degree
- 1,060 undergraduate students
- 63% Cadets NCAA Div III Athletes
- Highly selective admissions
- SAT/ACT Optional (est. 2020)
- 100% full time, \$0 Tuition
- All 50 states and territories represented
- Faculty 53% Military, 47% civilian
- Faculty 33% Women, 16% URM
- Cadets 40% Women 35% URM
- Retention rate 92%
- 27 International Students, representing 19 Nations

# CGA Journey - Diversity, Equity and Inclusion

- CGA roots run back to our first class of 8 white men in the first class in 1876
- “Firsts”
  - Asian American grad 1949,
  - Hispanic grad 1951,
  - African American and Native American grads in 1966
  - First Women graduated in 1980
- Today we are 40% women and 35% URM
- OID Office leading the efforts - five person staff reports to Superintendent
- Overarching goal is that one day soon, race, ethnicity, gender, or sexual orientation will not be a predictor for success or failure at CGA and in the Coast Guard.

# CGA Journey – Current State

- 2017 Vital Signs Report (Center for Urban Education – Univ of Southern Cal)
- Identified equity gaps with URM and female cadets
- Led to establishment of Equity Task Force reporting to the Superintendent
- Development of Equity Assessment Reports – Disaggregate data to provide greater visibility on the challenges/opportunities across all three domains (academic, military, physical fitness)
- Transitioning to a institutional effort to achieve goals
- Established D & I Action Plan and Supt's Equity Advisory Council
- Must ensure alignment with broader Coast Guard D, E, & I strategy

# Questions for Session Participants

- Where have you been able to make substantial progress in your DEI efforts?
  - e.g., for those who have successfully supported the needs of transgender students, what are the lessons learned?
- Where are you encountering barriers in your DEI efforts?
  - Who is not buying in?
  - How have you increased the involvement of community members in DEI efforts?
- How do you measure progress? How do you assess engagement across the campus community?