



CEDAR CREST
COLLEGE

Diversity & Inclusion

Task Force Report, 2015-2016

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Executive Summary

In August of 2015, President Carmen Twillie Ambar commissioned a task force to conduct a holistic review of Cedar Crest College's policies, programs, faculty and staff, curriculum, and climate on matters of diversity and inclusion. President Ambar charged the task force with making recommendations for the Multicultural Center, the campus climate, campus life, staffing, student affairs, employment, curricula, and community relationships.

Following its review during the 2015-2016 academic year, the Diversity and Inclusion Task Force recommends that Cedar Crest College:

1. Adopt and promote a broadly inclusive statement on the definition and value of diversity for the College:

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

2. Regularly analyze disaggregated data on student outcomes—curricular, co-curricular, and student life—to improve how students of differing identities and life experiences access and succeed in their education.
3. Create a Diversity and Inclusion Council that will work with the Director of Diversity and Inclusion to advise in programing for the Multicultural Center, coordinate training efforts across campus, monitor the progress of task-force recommendations, and periodically assess and recommend improvements to the campus climate.
4. Establish a fund to provide resources and recognition (such as diversity innovation grants, development funding, and campus events) that support faculty, staff, and students who undertake initiatives that improve the diversity and inclusion of the College's learning, student support, and working environment.
5. Hire a Director of Diversity and Inclusion to oversee the Multicultural Center, to produce campus programing that meets the needs of an inclusive statement of diversity, and to serve as an advocate with and for students on matters of diversity. (Completed in April 2016.)
6. Increase Multicultural Center programing and resources to promote awareness and use of the Center as a focal point of inclusive engagement, so as to meet its broadly encompassing mission around diversity.

7. Develop a comprehensive diversity training program for the college community, including participation expectations, that involves students, student staff-members, faculty, professional staff, the cabinet, and the Board of Trustees.
8. Form a Bias Response Team, composed of faculty and staff, as a way for those who have been subjected to an act of bias, or witnessed such an act, to have their voices heard, to promote civility and respect of diversity, and to create meaningful change in improving the campus climate.
9. Diversify the curriculum. Review college curricula and educational resources to incorporate diversity as a directly expressed and essential element of a liberal-arts education, as well as establishing intercultural competency as a fundamental skill expected of our graduates.
10. Establish a goal of doubling the current percentage of faculty and professional staff of color employed by the institution by 2020. This goal should be followed by a continuing commitment to diversify our faculty and staff such that they reflect the composition of our student body.
11. Build inclusive hiring practices through training and renewed processes that include a statement on hiring faculty and staff of diverse backgrounds, a review of academic and co-curricular programming able to attract diverse applicants, training on unconscious bias for search committees, actively building diverse applicant pools, and real-time monitoring of applicant pool diversity.
12. Establish a retention program for faculty and staff underrepresented in higher education that includes career mentorship and regional networking.
13. Facilitate ongoing recruitment efforts and processes by the College and within the College to attract students that would further broaden diversity at the College.
14. Encourage and assist the various academic majors at the College to assess and enhance current efforts and processes to attract students to broaden diversity within these majors.
15. Encourage and assist the various academic majors to provide adequate, required course materials to prepare students to understand, confront, and negotiate effectively the unique challenges that an increasingly diverse society present for that academic major.

Composed of thirteen members, the task force met ten times throughout the academic year, with working groups holding additional meetings among themselves and with college stakeholders. The task force's review included analysis of college policies and procedures, student and employee demographics, disaggregated student outcomes, disaggregated recent student engagement survey results, interviews with campus stakeholders, the Diverse Learning Environments campus climate survey from the Higher Education Research Institute, and focus groups of Cedar Crest students.

Overview of the Diversity and Inclusion Task Force, 2015-2016

In August of 2015, President Carmen Twillie Ambar commissioned the Diversity and Inclusion Task Force to conduct a holistic review of Cedar Crest College's policies, programs, faculty and staff, curriculum and climate to ensure that the college community represents and supports the ideals of a pluralistic society.

Seeing an embrace of diversity as a way to ensure the continuing effectiveness of Cedar Crest College in meeting its educational mission, President Ambar charged the task force to:

- Review the structure and function of the Multicultural Center;
- Survey the campus community on issues related to campus climate;
- Review curricula, programming, and policies for their level of inclusiveness and responsiveness to the diverse needs of our student body; and
- Formulate a report making commendations and recommendations on diversity and inclusiveness that pertain to campus life, staffing, student affairs, employment, curricula, and community relationships.

The task force was composed of thirteen members, including three students, five faculty, three directors, and two administrators. From August 2015 to May 2016, the task force met ten times. Four working-groups reviewed key areas related to our charge: (A) Campus Life and Student Affairs, (B) Curricular and Co-Curricular Student Affairs, (C) Employment and Staffing, and (D) Community Relationships.

During the fall semester, the task force reviewed campus demographics; recent surveys of student engagement and the campus climate; disaggregated student outcomes in retention, completion, and student engagement; and the functions of the Multicultural Center. Examining the use of the Multicultural Center and the range of diverse student identities the College serves, the task force's first recommendation was for a full-time director who would focus on student diversity support services and programming. The task force drafted the job description and worked with the search committee to identify a successful candidate for the position. The College's first Director of Diversity and Inclusion began in April of 2016.

The four working groups then met individually with campus stakeholders throughout the spring semester and reviewed campus practices, policies, and documents to produce their findings and recommendations. The task force also administered a student-focused survey of the campus climate, the Higher Education Research Institute's Diverse Learning Environments survey (<http://www.heri.ucla.edu/dleoverview.php>). Based on preliminary survey results, two focus groups of students were interviewed using a convenience sampling through an open-invitation to the student body. Final and comparative institutional DLE results will be available from HERI in the summer of 2016, after which a sub-group of the task force will issue a supplemental report.

The task force presented its drafted recommendations at an open campus forum on May 2 and at meeting of the Cedar Crest faculty on May 13, 2016. The report was presented to President Ambar on May 16, 2016.

I) Diversity and Inclusion at Cedar Crest College: Student Outcomes

Background

Diversity and inclusive excellence hold a high value in Cedar Crest College's liberal-arts education. This is especially true given the history of the College, which began in the 19th century to provide Lehigh Valley women with access to an education reserved previously for men. Cedar Crest's female students, held the College's founders, were "entitled to such privilege no less than" their male peers.¹

Today, the opportunity for such a privilege should extend to students who continue to be underserved by American institutions of higher education and underrepresented in their graduating classes. As the Association of American Colleges & Universities (AAC&U) affirms, "In embracing a diversity of ideas and experiences, liberal education likewise embraces a diversity of people, for the opportunity to learn with and from diverse peers is also a critical element of educational excellence."² Committing to such inclusiveness means adopting an equity-mindedness that examines disparate student outcomes across race, ethnicity, gender, and socioeconomic status.³ If we value learning in a diverse environment, we must commit the attention and resources needed to ensure that all of our students are able to achieve the learning outcomes represented in a Cedar Crest College degree.

To meet this equity imperative for higher education, the task force recommends that Cedar Crest College adopt and broadly promote the following statement on diversity and inclusion:

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

Whether or not students perceive their institution as being committed to their success is an important factor in their satisfaction, retention, and academic accomplishment.⁴ A college-wide statement on diversity is essential in communicating that commitment. Such a statement creates a broad understanding of diversity. It represents the wide variety of students who make up the Cedar Crest body. It emphasizes the value of

¹ H. Nuwer, *At the Crest: A History of Cedar Crest College from 1967-1988*. Allentown: Cedar Crest College Alumnae Association, 2004; p. 14.

² "Bringing Quality and Equity Together: AAC&U's Centennial Exploration of Liberal Education and the Equity Imperative." Association of American Colleges & Universities, January 2016.

https://www.aacu.org/sites/default/files/files/AM16/Symposium_BringQualityEquityTogether.pdf

³ "Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides." Association of American Colleges & Universities. April 2015. <https://www.aacu.org/sites/default/files/StepUpLeadEquity.pdf>. See also: "Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning." American Colleges & Universities. April 2015. <https://www.aacu.org/sites/default/files/CommittingtoEquityInclusiveExcellence.pdf>

⁴ D. G. Smith, *Diversity's Promise for Higher Education: Making it Work*. 2nd edition. Baltimore: Johns Hopkins University Press, 2015. pp. 229-230.

inclusion in the College's mission to educate the next generation of leaders. It signals to prospective students and their families, as well as faculty and staff that the College looks to recruit, the purposeful planning through which we strive to bring together people of different identities to learn from and with each other.

The profile of the Cedar Crest student body is one that has become increasingly diverse over the course of its 150-year history. Cedar Crest now educates a greater variety of students from different racial and ethnic identities, a significant number of first-generation college students, and a range of ages that covers six decades from our youngest to our oldest student. Understanding the outcomes for how such segments of our student body encounter their educational experience differently is essential for building an environment in which they can succeed.

Key Findings

The task force conducted a disaggregated analysis of student outcomes, college demographics, and recent student engagement survey results (2013 and 2015 National Survey of Student Engagement, 2015 College Senior Survey; Appendix I.1). The task force further reviewed faculty feedback from the January 2016 workshop on diversity and conducted a literature review of best practices on diversity in higher education. Our findings below focus on equity of student outcomes across racial and ethnic identity, first-generation student status, and the ages of traditional-status versus School of Adult and Graduate Education (SAGE) students.

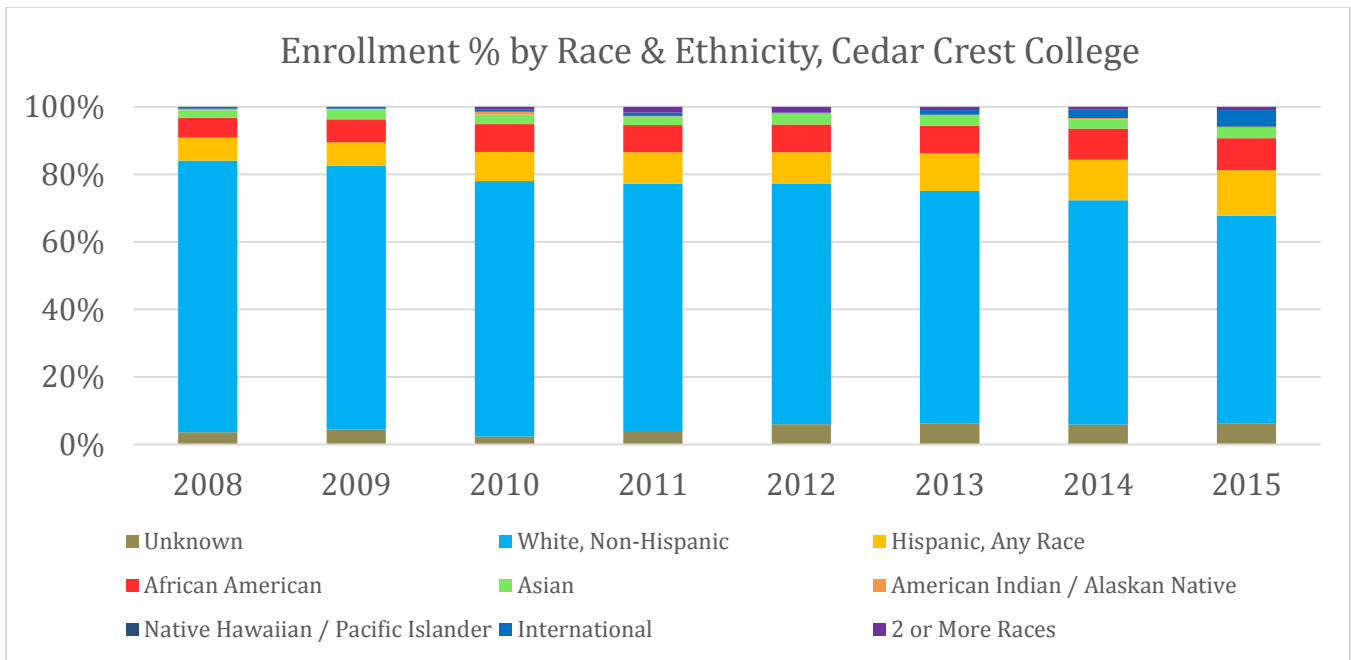
- The racial and ethnic composition of the Cedar Crest student body has become especially diverse since the College's founding. In its early decades, the College enrolled many women from Pennsylvania Dutch families of German ancestry, but also included international students from Guatemala and Japan as well as an important number of Jewish students.⁵ The first black graduate of Cedar Crest College, Jane Nabors (Phillips), received her bachelor degree in 1956, but into the 1980s the number of black, Latina, Asian, and other Cedar Crest students of color remained at approximately 5%.⁶ That percentage rose significantly in the following decades. By the 1990s and early 2000s, such students were approximately 10%.⁷ As of the 2015-2016 academic year, students of color constitute 32.5% of our enrollment, making Cedar Crest among the most diverse college student bodies in the Lehigh Valley.⁸

⁵ See Nuwer, 2004.

⁶ 1982 Self-Study Report for Cedar Crest College, Middle States Association of Colleges and Schools.

⁷ 1993 and 2004 Self-Study Reports for Cedar Crest College, Middle States Commission on Higher Education.

⁸ S. Terrizzi, "Income & Educational Inequalities." *State of the Lehigh Valley, 2014-2015: Community Trends at a Glance*. Lehigh Valley Research Consortium, 2015. <https://www.lvaic.org/assets/base/pdf/SOLV2014-2015Report.pdf>



- While students of color now represent a greater portion of the Cedar Crest population than they have historically, they are also less likely than their white classmates to persist to degree completion. The one-year retention rate for first-time, full-time white students averaged 75% between 2008 and 2014. For black students, it was 68% and for Latina students 64%. Over the same period, the six-year graduation rate for white students averaged 61%, while black students averaged 45% and Latina students 47%.⁹ By comparison, the national six-year completion averages (2008-2012) were 65% for white women at 4-year private non-profit institutions, 38% for black women, and 57% for Latina students.¹⁰
- First-Generation college (FG) students, those whose parents did not complete a college degree, also represent an increasing segment of our incoming students: they rose from 25% of our 2010 traditional-status first-year students to 41% of our 2015 class. And data available for School of Adult and Graduate Education students suggest that they are FG at comparable rates. The College recognized the need to support such students as early as 2000, when an internal Cedar Crest study identified FG students as a retention risk, with some students reporting “feeling uncomfortable in a diverse culture.” In a finding that remains relevant today, that study recommended diversity training for students, faculty, and staff as a way of enabling student persistence at Cedar Crest.¹¹
- FG students are often at a disadvantage in terms of the social, educational, and economic capital they have available to them when contrasted with their Not First-Generation (NFG) peers. A national study by Engle and Tinto (2008) characterized low-income FG students as more likely than

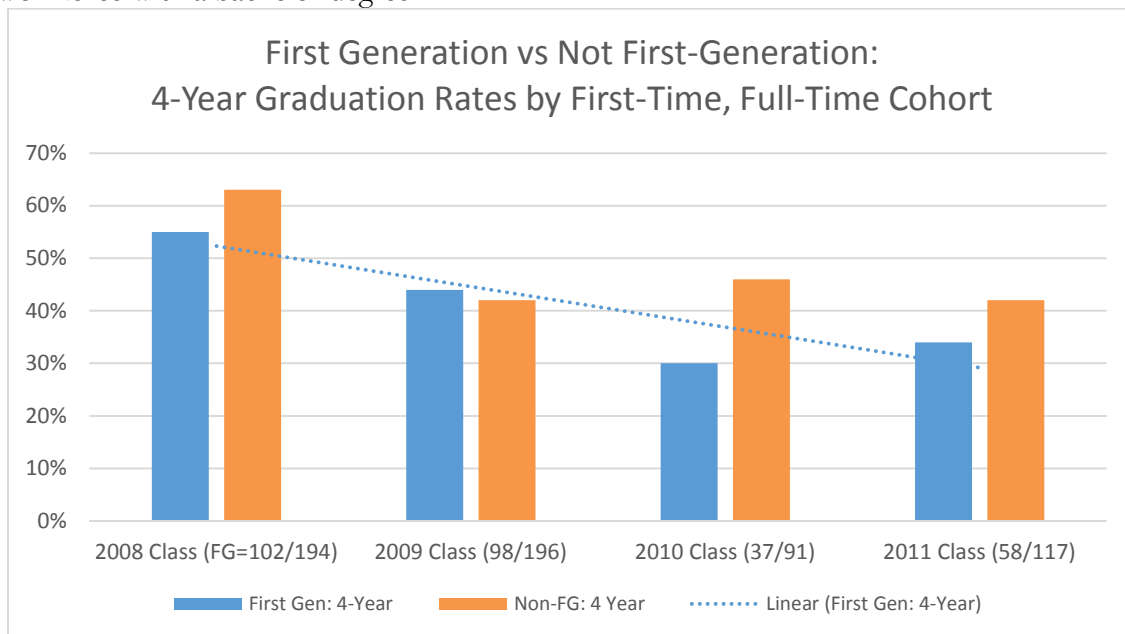
⁹ Fact Book, Cedar Crest College, Fall 2015.

¹⁰ Digest of Education Statistics 2014, Table 325.10. National Center for Education Statistics: https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp. The national six-year completion average for all types of 4-year institutions (2008-2012) was 60% for all women, 63% for white women, 43% for black women, and 52% for Latina students.

¹¹ 2004 Self-Study Reports for Cedar Crest College, Middle States Commission on Higher Education, pp. 98-99.

their most advantaged peers to be older, female, have a disability, come from minority backgrounds, be single parents of dependent children, and enroll part-time but work full-time while taking classes.¹²

- At Cedar Crest, graduation rates among FG students tend to lag behind their NFG peers: 40% of FG students graduated in four years, contrasted with 48% of NFG students for the 2008-2011 entering traditional cohorts.¹³ The 4-year graduation rate trend among traditional FG students has declined from 55% of the 2008 incoming class to 34% in the 2011 incoming class. FG Cedar Crest students who complete a bachelor degree are thus more likely than NFG students to require a fifth or sixth year, which increases their educational expense and delays earnings upon entering the workforce with a bachelor degree.¹⁴



- First-generation college (FG) students with senior status also report being less likely to participate in certain High Impact Practices (HIPs) that are central to ensuring the transformational potential of their education. Among Cedar Crest College seniors responding to the 2013 and 2015 National Survey of Student Engagement, FG students reported engaging in HIPs at levels comparable to their not first-generation peers for learning communities, study abroad, and capstone projects. Noteworthy percentages of fewer first-generation students, however, reported engaging in the HIPs

¹² J. Engle and V. Tinto, *Moving Beyond Access: College Success for Low-Income, First-Generation College Students*. The Pell Institute, 2008. P. 8.

¹³ An exception to this trend occurred in the 2009 cohort, when FG students graduated at higher rates than NFG students, but this was due to a lower percentage of NFG students graduating, rather than a rise in FG students completing.

¹⁴ Engle and Tino (2008) found that within six years 43% of low-income FG students who had first attended a private four-year institution had nationally completed a bachelor degree, 64% of students who were either low-income or FG did so, and 80% who were neither. The Cedar Crest average FG 6-year rates for the 2008 and 2009 cohorts show 64% of FG students completed their degrees within 6 years and 65% of NFG students; however, there was a significant decline in NFG student 6-year graduation rates between 2008 (74%) and 2009 (55%). Further study of this trend over ensuing cohorts is needed.

of internships and other field-based learning, student leadership, undergraduate research, and service learning.¹⁵

High-Impact Practices & First-Generation College Students 2013 & 2015 NSSE Combined Administrations, Cedar Crest College Seniors (n=201) % of Students Reporting Having Completed		
High-Impact Practice	Not First-Generation	First-Generation
Internship, Field Experience, Student Teaching, or Clinical Placement	59%	46%
Student Leadership	46%	34%
Learning Community	22%	23%
Study Abroad	7%	9%
Undergraduate Research	43%	37%
Capstone Project	60%	56%
Service Learning (at least 1 course)	89%	74%

- Student support services remain crucial for first-generation student success. Recommended practices from federal Student Support Services programs that promote the retention of FG students include:
 - Structuring a first-year experience, with bridge and orientation programs,
 - Emphasizing academic support services that include advising by faculty and peers to maintain support over the course of a college career,
 - Using “active and intrusive” advising practices, such as early intervention, while focusing on the “whole student,”
 - Building engagement into the college academic experience, such as through classroom time that may be the only hours such students can spend on campus,
 - A diverse student support staff and directors of support programs with strong institutional links,
 - Promoting entry and re-entry for young and working adults, and
 - Facilitating transfer from two-year to four-year colleges.¹⁶

- Cedar Crest’s promotion of active advising in recent years aligns with these recommendations, including our mid-term grade reporting for all students, use of FinishLine intervention reports, and 4-Year graduation guarantee. In recent surveys, FG Cedar Crest students have rated more favorably, with greater intensity the College’s efforts to help them succeed academically and use learning support services than have their NFG peers.¹⁷ At the same time, our FG students report weaker learning strategies for habits such as identifying key information from reading assignments, revising

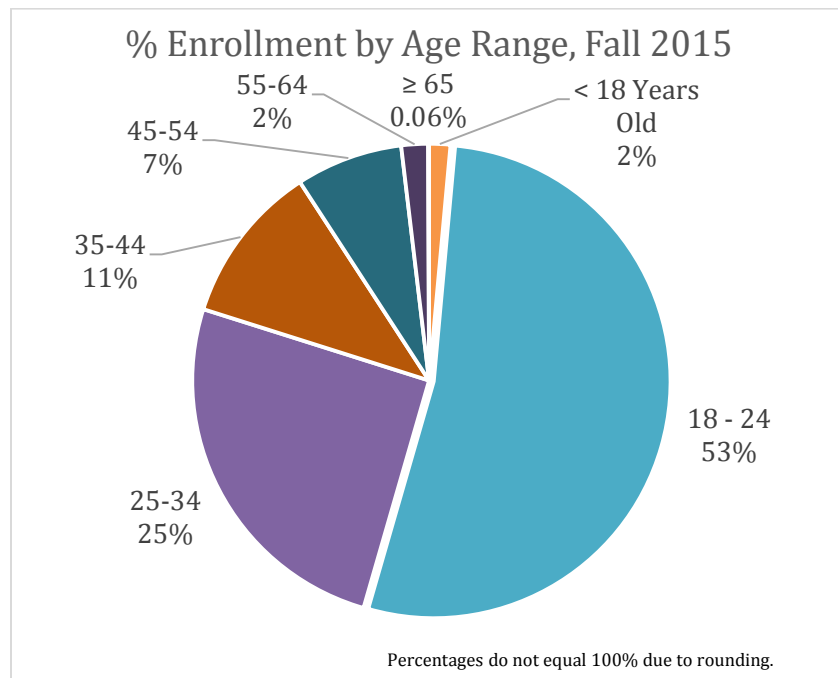
¹⁵ “High-Impact Practices and Leadership by First-Generation Status.” 2013 and 2015 National Survey of Student Engagement, Cedar Crest College Senior.

¹⁶ Lana Muraskin, “Best Practices’ in Student Support Services: A Study of Five Exemplary Sites” (TRIO programs). Department of Education, 1997. See also Engle and Tinto (2008).

¹⁷ In the 2013 and 2015 NSSE, 43% of first-generation students responded that Cedar Crest College “very much” emphasizes support to help students succeed academically versus 28% of not first-generation students. 42% of FG students responded that the College “very much” emphasizes using learning support services (tutoring, the writing center) versus 35% of NFG students.

notes after class, and summarizing learning after class.¹⁸ First generation students thus depend more readily upon an intentional culture of student success designed to provide the circumstances under which they can complete their degrees.

- A third significant element of Cedar Crest student diversity are our School for Adult and Graduate Education students, who tend to be older and have different life experiences from traditional-status students under 24 years of age. In 1982, such students made up approximately 39% of the College’s headcount (425/1095), and the Cedar Crest Office of Continuing Education made an explicit effort to educate “a diverse population” through its PORTAL program (Program of Return To Advanced Learning) and its weekend/evening programs open to adults of any age, educational history, or sex.¹⁹ By 2003, such students were approximately 60% of the College’s annual headcount (955/1600).²⁰ As of the 2015 fall semester, 46% of all students—both undergraduate and graduate—were over the age of 24 (724/1591). The range of our students’ ages today extends from 13 to 68, representing deep generational differences among students enrolled in the same courses.



- Educating SAGE students, which is a strategic priority for the College, requires understanding the unique needs that separate them from traditional-age students. Adult students often enroll in fewer classes per semester and thus follow a different pace for their course of study than traditional-age students. At the same time, they want to complete their degrees as quickly as possible. Choitz and Prince (2008) note that successful adult-learner programs use differentiated instructional methods

¹⁸ 54% of FG students reported that they “very often” identify key information from reading, while 62% of NFG students do. Similarly, 38% of FG students “very often” review class notes, compared with 65% of NFG students. 35% of FG students “very often” summarize their learning after class, versus 50% of NFG students. 2015 NSSE (FG n=36; NFG n=21).

¹⁹ 1982 Self-Study Report for Cedar Crest College, Middle States Association of Colleges and Schools, pp. 20-21.

²⁰ 2004 Self-Study Report for Cedar Crest College, Middle States Commission on Higher Education.

over non-traditional schedules and modalities—such as Cedar Crest’s use of accelerated and online courses—that tap into the life experiences and applied learning such students seek out.²¹ In a sign of success for the Cedar Crest’s outreach, the College has retained SAGE students on a semester-to-semester basis at an average rate of 83.5% for the period between fall 2008 and fall 2015. For the graduating classes between 2008 and 2013, SAGE students enrolled in an average of 11.49 terms to complete their degrees (fall and spring semesters, winter and summer terms).²² Yet, as Chao, DeRocco, and Flynn (2007) have recommended, institutions like Cedar Crest need to disaggregate outcomes by age and other characteristics of non-traditional students so as to better track how such progress to degree completion compares with traditional-age students.²³

- Diversity according to race and ethnicity, first-generation status, and traditional or non-traditional ages is only part of the complexity of the Cedar Crest student identity. The varieties of student experience include their gender and sexual diversity (including male and transgender students at a women’s college), economic status (such as Pell-grant receiving or not), abilities and disabilities, the geographic and national boundaries students cross to study with us, among other aspects.

The Diversity and Inclusion Task Force sees a strength in embracing these differences as fundamental toward educating our students for the diverse relationships they will form through their lifelong learning, civic engagements, and workforce career paths. To realize these strengths, the task force offers the below general recommendations to the College. Specific recommendations regarding Campus Life and Student Affairs, Curricular and Co-Curricular Affairs, Employment and Staffing, and Community Relationships follow in the sections below.

Recommendations

1. Adopt and promote a broadly inclusive statement on the definition and value of diversity for the College:

Founded under the mission to expand women’s access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive learning community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

2. Regularly analyze disaggregated data on student outcomes—curricular, co-curricular, and student life—to improve how students of differing identities and life experiences access and succeed in their education.

²¹ V. Choitz and H. Prince, “Flexible Learning Options for Adult Students.” FutureWorks and Jobs for the Future, 2008. <http://www.jff.org/sites/default/files/publications/FlexibleLearning.pdf>

²² “2014 SAGE Graduation Information Retention Study,” Office of Institutional Research, Cedar Crest College.

²³ E. L. Chao, E. Stover DeRocco, and M. K. Flynn, “Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results.” Jobs for the Future, U. S. Department of Labor, 2007. <http://files.eric.ed.gov/fulltext/ED497801.pdf>

3. Create a Diversity and Inclusion Council that will work with the Director of Diversity and Inclusion to advise in programing for the Multicultural Center, coordinate training efforts across campus, monitor the progress of Task Force recommendations, and periodically assess and recommend improvements to the campus climate.
4. Establish a fund to provide resources and recognition (such as diversity innovation grants, professional and programmatic development funding, and campus events) that support faculty, staff, and students who undertake initiatives that improve the diversity and inclusion of the College learning, student support, and working environment. This fund should support the further recommendations that follow in this report.

II) Campus Life and Student Affairs

Background

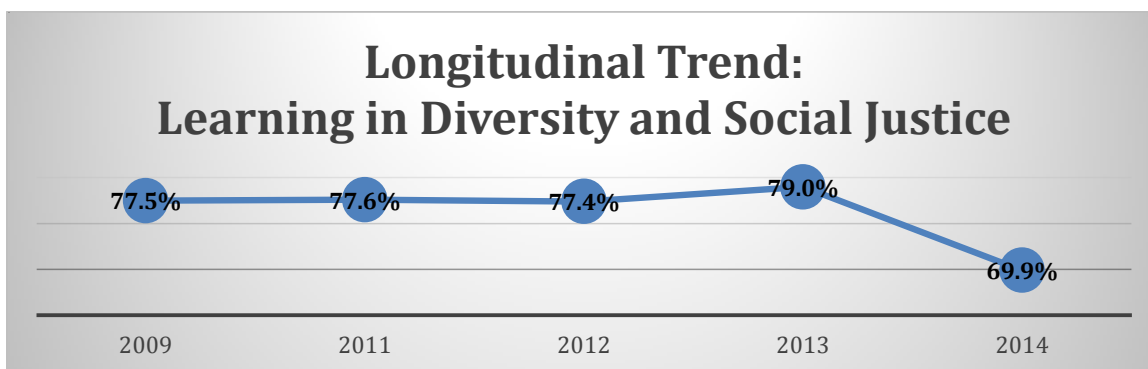
Campus Life and Student Affairs is an integral part of the student experience at Cedar Crest College. Students' learning expands beyond the classroom through participation in clubs and organizations, athletics, community service, living on campus and through student activities and various workshops. Campus life should promote meaningful dialogue and a sense of belonging. Students should feel safe and comfortable to express their true selves while learning and growing at Cedar Crest College. In addition, the student affairs staff should be trained and educated to support and develop the diverse and inclusive College community. Student Affairs represents a number of offices on campus established to support students: Athletics, Career Planning, Community Service, Community Standards and Residence Life, Dining Services, Health & Counseling Services, New Student Programs, and Student Activities.

Key Findings

Information for the key findings were gathered through survey results, feedback from the campus community as well as examining best practices at other institutions. Student groups that were available for feedback include the Black Student Union, OutThere, Christian Fellowship and SAAC (Student-Athlete Advisory Committee). In addition, staff members from Health and Counseling Services, Athletics, Residence Life, and the Multicultural Center Advisory Board provided feedback about Cedar Crest College and shared information on best practices for diversity and inclusion.

Survey Results

- Spring 2014
 - 2013-2014 ACUHO-I/EBI Resident Assessment was administered to all resident student with a 61.8% response rate (165/267).
 - One of the 22 factors (Factor 12) focused specifically on diversity and social justice. An overall rating was provided for residents learning based upon their ability to interact with residents who were different from them, understand the difficulties experienced by others who are different from them, develop a sense of justice and fairness, and become an advocate for others.
 - The longitudinal trend showed a noteworthy dip in student learning for 2014, which coincides with a period in which the resident population is becoming more diverse (see Appendix II.1 Diversity: Enrollment/Appendix B Residence Life Survey 13.14, p. 151).



- Spring 2015
 - Residence Life survey administered to all residents with a 64% response rate (192/300).
 - When asked for feedback on how to make the campus and residence hall communities safer and/or more inclusive, comments pertaining to the importance of Gender and Sexually Diverse (GSD) support and training for Resident Advisors as well as support in Health & Counseling Services for GSD individuals was provided.
 - When asked to comment on the greatest challenges of living on campus, students reported adjusting to diversity, conflict amongst students based upon race, and culture shock. (See Appendix C Residence Life Survey Results 14.15 for full results)

Campus Feedback

The student organizations provided the following recommendations:

- Students could benefit from more education on financial literacy and how to effectively manage tuition payments.
- Diversity education during orientation and in the classroom would help foster a more inclusive environment for all.
- Students indicated that, while not an issue, it would be helpful to increase the diversity of the residence life staff as well as the faculty and staff in general.
- Students would appreciate efforts to increase awareness and promote discussion on current topics and issues.
- In order to provide an inclusive community, students recommended mandatory training for College employees.
- Students believe that the promotion of campus and community resources for diverse groups would serve as a useful tool for students.
- Students recommended a greater connection to community resources that support diversity and inclusion initiatives.
- Students will benefit from career workshops that focus on a variety of diversity and inclusion topics to best prepare them for their job searches.
- Student-activity programming should incorporate increased diversity of movies shown and performers invited to campus.
- Students believe that, in order to improve the diversity and inclusion of student affairs, more diverse staff members should be hired. In addition, the students recommend that there is more widespread support from student affairs since they do not currently feel supported.

Health and Counseling Services provided the following information and recommendations:

- Women of color use Health Services more than any other student population. This is a good opportunity to do some targeted education for women of color.
- In order to be more accessible for varying abilities and to reduce stigma of attending counseling appointments, the staff recommended examining a different location that is more accessible and more discreet for counseling appointments.
- Counseling and mental health information, handouts, and education for the campus community may be beneficial to increase the diversity of students utilizing counseling services. Currently, students seeking counseling are predominantly straight, Caucasian, first-generation students.

Athletics Staff

- More widespread and all-inclusive programming would help to improve the diversity and inclusion of campus life. In addition, more enticing events with better advertising would also support this initiative.
- Hands-on events and programs would promote learning and development on diversity topics rather than lectures. In addition, more robust programming would be helpful.
- More training for student affairs staff would help encourage better support of diversity on campus.

Residence Life and Multicultural Center Advisory Board Members

- The College should develop a Bias Response Team to support students, faculty, and staff on-campus. The response team and an effective way to report the concerns would help address issues as they arise and offer students an avenue to report and address concerns that occur.
- The Multicultural Center needs an increased programming budget to promote diversity and inclusion on campus and to attend and support programs off-campus.
- Students can benefit from diversity sessions during orientation to help them navigate a new environment where they will undoubtedly meet new individuals unlike themselves.
- In order to promote an inclusive campus community to foster healthy campus life, mandatory training for faculty, staff, cabinet members, and the Board of Trustees should be developed. In addition, human resources could monitor and assess the learning. In addition, this training should be ongoing as we can always continue to learn.
- A comprehensive website for diversity and inclusion would serve as a resource for current students, faculty, and staff, as well as potential students (see Appendix D Cedar Crest College Multicultural Center Website).
- A mentor/mentee program within the Multicultural Center could provide support, encouragement, and leadership amongst our diverse student population.
- The Student Government Association should develop a student committee on diversity and inclusion to ensure support of initiatives on campus and to provide an outlet for student concerns and feedback.
- Students can benefit from a better connection between the Multicultural Center and Academic and Disability Services.
- A more comprehensive food-security program with increased education and a long-term, comprehensive plan would serve our students well.
- A standing committee or task force on diversity and inclusion should continue to ensure that time and attention remains focused on diversity and inclusion initiatives.
- A Summer Bridge Program would benefit students as they transition from high school to college and acclimate to academic rigors and adjustment to a new community.
- Students will benefit from extensive and comprehensive training on diversity and inclusion for student staff members, i.e. Multicultural Center Student Assistants, Resident Advisors, First Year Mentors, Transfer Student Leaders, Athletes, etc. The student staff are often the first point of contact for students.
- Examining gender-neutral bathrooms and housing policies would create more inclusion on campus and in the residence halls.
- Overall, the staff believes that the College demonstrates what it values by the programs and initiatives that it invests time, energy, and money to support and develop.

Recommendations

5. Hire a Director of Diversity and Inclusion to oversee the Multicultural Center, to produce campus programming that meets the needs of an inclusive statement of diversity, and to serve as an advocate with and for students on matters of diversity. (Recommendation completed in April 2016.)
6. Increase Multicultural Center programming and resources to promote awareness and use of the Center as a focal point of inclusive engagement, so as to meet its broadly encompassing mission around diversity.
 - With the hire of a Director of Diversity and Inclusion and the task to increase diversity and inclusion on campus, the programming budget should be increased so that the director can create programs on campus to increase awareness of the Multicultural Center and the resources it has. In addition, programming is a great way to education and encourage diversity and inclusion on campus.
 - Social and educational programs should be scheduled and hosted during the fall 2016 semester.
 - Cultural events on campus and trips off-campus should be planned and implemented by the spring 2017 semester.
7. Develop a comprehensive diversity training program for the College community, including participation expectations, that involves students, student staff-members, faculty, professional staff, the cabinet, and the Board of Trustees.
 - Identify the specific groups that should be trained and effective ways to provide the training.
 - Include budget request for 2017-2018 budget year to ensure that funds are available for the approved training.
 - Develop assessments and record-keeping plans to ensure that programming and appropriate follow-up is effective.
8. Form a Bias Response Team, composed of faculty and staff, as a way for those who have been subjected to an act of bias, or witnessed such an act, to have their voices heard, to promote civility and respect of diversity, and to create meaningful change in improving the campus climate.
 - Identify and train a group of faculty and staff to serve as the Bias Response team.
 - Once created, the team can create a mechanism to report concerns in a reliable way.
 - The team should develop ways to effectively document the concerns and responses for effective record-keeping.
 - Promote the Bias Response team to the campus community to encourage use.

III) Curricular & Co-Curricular Academic Affairs

Background

Research conducted by the Association of American Colleges & Universities “suggests that introducing diversity into the higher education workforce and into teaching and learning processes is important wherever improving student success is a priority. By teaching and designing inclusive educational programs, faculty and staff who value diversity and know how to work with diverse students will provide the necessary scaffolding for student success.”²⁴ Cedar Crest College holds student success at the center of what we do. As we continue to prepare the next generation for a global society, we must continue to reflect the students we serve in our workforce and our curriculum.

Key Findings

Findings are pulled from self-reported data on race/ethnicity of faculty/staff/students, review of the 2015-2016 Cedar Crest College Course Catalog, peer-reviewed articles, observation, and personal narratives.

- By performing a course-description catalog audit, we’ve discovered only 6 courses in the curriculum that address race while about 2 dozen reference culture with most of these concentrated in the Social Sciences and Spanish. Many of the courses are not offered every semester, or even yearly in some disciplines. Few courses addressed gender and sexual diversity at all, although typically one to two courses per major look at the role of women in the discipline.

While course descriptions are not the only measurement of topics of diversity, the faculty often use course descriptions as they propose their course to the faculty governance system and students use it to gain a greater understanding of the course in the catalog. Further research and assessment should happen at the department level to determine diverse course content.

- There is a lack of faculty/staff/board diversity and increasing diversity of our student body. The student body is currently 32.5% students of color and the first year class is 40% students of color. Our students of color also have the lower graduation rates than students who identify as white/Caucasian (see Section I). Of particular concern is the lack of any faculty of color who are tenured and the lack of full-time/tenured faculty in disciplines/courses that study non-Western traditions and diversity in the United States (POC, GSD, Gender studies, race studies, etc.) in the United States (see section IV).
- Diversity/Inclusion work by faculty/staff is invisible labor because of lack of formal recognition/”credit” structure. Much of the work done by faculty of color at a small primarily white institution is invisible, which is to say that it is not recognized in terms of service to the college or department. “The hands-on attention that many minority professors willingly provide,” a recent

²⁴ S. Hurtado and A. Ruiz Alvarado, “Diversity in Teaching and Learning: Affirming Students as Empowered Learners.” *Diversity and Democracy*, Summer 2013. <https://www.aacu.org/publications-research/periodicals/diversity-teaching-and-learning-affirming-students-empowered>

Chronicle of Higher Education article explained, “is an unheralded linchpin in institutional efforts to create an inclusive learning environment and to keep students enrolled. That invisible labor reflects what has been described as cultural taxation: the pressure faculty members of color feel to serve as role models, mentors, even surrogate parents to minority students, and to meet every institutional need for ethnic representation.”²⁵

Recommendations

9. Diversify the curriculum. Review college curricula and educational resources to incorporate diversity as a directly expressed and essential element of a liberal-arts education, as well as establishing intercultural competency as a fundamental skill expected of our graduates.²⁶

The current course listing and curriculum lack racial, ethnic, and gender-sexuality diversity in subject and content. As part of an ongoing faculty discussion in Summer and Fall 2016, curriculum-wide diversity requirements should be addressed, but a college-wide effort that looks to diversify coursework across the board should also be considered. Faculty can consider using the Diversity Inclusivity Framework for understanding and implementation (see below).

Through appropriate faculty channels, the faculty should, at a minimum and as appropriate, be encouraged to diversify their readings, examples, and content to reflect the diversity represented in the classroom and community.

TABLE 1. Diversity Inclusivity Framework

Element	Inclusivity Continuum				
Purpose/ goals	Prepare students	→	Prepare students for diverse experiences	→	Prepare students to actively engage in a diverse society
Content	Monocultural	→	Additive	→	Multicultural
Foundations/ perspectives	Unexplored	→	Exposed	→	Multiple foundations/perspectives examined
Learners	Passive acceptors	→	Participants with some learning needs	→	Collaborators with diverse learning needs
Instructor(s)	Unexplored views, biases, values	→	Exploring own views, biases, values	→	Understands own views, biases, values
Pedagogy	Filling students with knowledge	→	Transitional—using varied techniques	→	Critical/equity oriented
Environment	Ignored	→	Inclusive	→	Empowering
Assessment/ evaluation	“Standard”	→	Mixed methods	→	Methods suited to student diversity
Adjustment	Adjustment to cover material	→	Adjustment to some needs of students	→	Adjustment to diverse needs of students

²⁵ A. Williams June, “The Invisible Labor of Minority Professors.” *The Chronicle of Higher Education*, 11/13/15. <http://chronicle.com/article/The-Invisible-Labor-of/234098>

²⁶ T. F. Nelson Laird, “Reconsidering the Inclusion of Diversity in the Curriculum.” *Diversity and Democracy*, Fall 2014. <https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird>

IV) Employment & Staffing

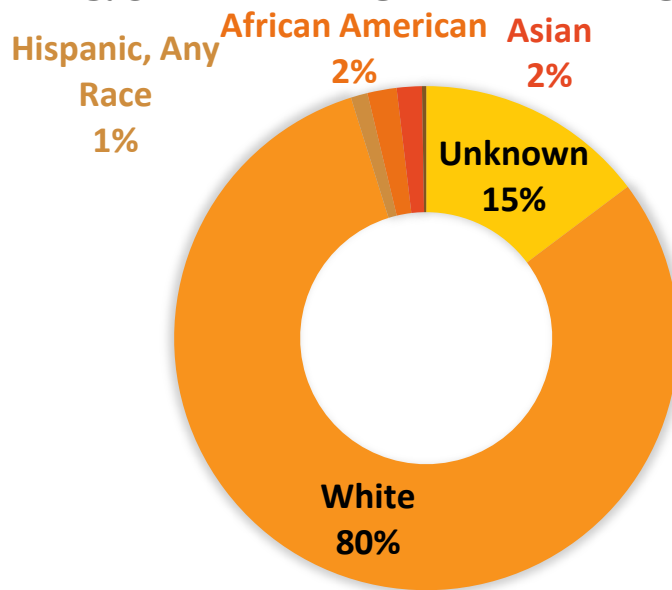
Background

The faculty and staff of Cedar Crest College are core constituencies responsible for crafting and implementing the mission of the College, and as such they play a central role in shaping the culture and educational environment on campus. If Cedar Crest College is to successfully foster an inclusive community of diverse students, then the faculty and staff must be able to understand, relate to, and be responsive to the needs of such a population. This is a particularly pressing issue since the diversity of the College's student population is greatly expanding. It will be important for our students to be able to see themselves in their faculty and staff and to appreciate that the College values diversity not only in its student body, but also in the College's faculty, staff, and administration.

Key Findings

- In terms of gender diversity, the percentage of women on our faculty (71.2%) ranks Cedar Crest College 2nd out of 105 baccalaureate/masters-degree awarding institutions in Pennsylvania (Appendix IV.1). Women represent a majority of faculty across all ranks and tenured/non-tenured status.
- The racial and ethnic diversity of faculty and staff at Cedar Crest College (~5% in 2013) does not align with the diversity seen in our student population (26.6% in 2013). While the College has limited demographic data on faculty and staff currently employed by the College, an analysis of IPEDs data indicate that in 2013, only 4.1% of Cedar Crest College faculty were minorities. This level of minority faculty at Cedar Crest College ranks 98th out of 105 Baccalaureate/Masters colleges and universities in Pennsylvania (Appendix IV.1).

FACULTY & STAFF BY RACE AND ETHNICITY, FALL 2013



- The task force has only been able to identify one person of color that has been tenured in the institution’s history. As Cedar Crest prepares to celebrate its 150th anniversary, this fact should cause the College to deeply reflect on its past and future commitments to fostering a diverse and inclusive community.
- Cedar Crest College needs a clear and visible vision statement about the importance of diversity and inclusion in faculty and staff hiring. A significant body of research and best practices about the hiring and retention of a diverse faculty and staff shows that building diversity requires intention and commitment. A major conclusion is that individuals responsible for faculty searches and staff hiring must be provided with the training and resources necessary for carrying out actively inclusive searches. Colleges that value diversity and inclusion provide clear vision statements from college leadership, commit resources, and implement policies and training that help to hire and retain a diverse faculty and staff.
- Better data collection is needed on the diversity of job-applicant pools, employee demographics, the effectiveness of retention efforts, and the role of diversity in employee decisions to leave the College. There are currently no tools available to understand diversity during the hiring process.
- Building a diverse workforce requires intentional planning and effort combined with an awareness of how inclusive processes can be followed. J. Moody, in *Faculty Diversity: Removing the Barriers* (2012),²⁷ indicates several keys to successful hiring processes that include:
 - A collection of common cognitive errors that may affect how search committees/hiring managers rank candidates and that may present barriers to hiring a diverse workforce. These cognitive errors include things such as positive biases, negative biases, first impressions, elitism, raising the bar, premature ranking and digging in on early rankings, a longing to clone a former colleague, assertion of “good fit” or “bad fit,” provincialism, seizing on pretexts, and momentum of the group. Faculty and staff involved in hiring must be trained on identifying and reducing the impact of these errors on searches. The taskforce suggests that a diversity advocate trained in identifying these cognitive errors should be included on search committees.
 - Hiring committees must have sufficient time to carry out searches in a thoughtful manner and must include members that are not overloaded with other responsibilities. A lack of time to invest in candidate vetting leads to under-informed judgments on candidates that tends to lead to less diverse hires.
 - Establishment of clear ground rules and criteria for each position prior to evaluating candidates that can be used to guide hiring managers and search committee members.
 - Reflection, debriefing, and sharing of lessons learned from successful and unsuccessful searches. The College should learn from its searches and share lessons learned with future search committees.

²⁷ J. Moody, *Faculty diversity: Removing the barriers*. New York: Routledge, 2012.

Recommendations

10. Establish a goal of doubling the current percentage of faculty and professional staff of color employed by the institution by 2020. This goal should be followed by a continuing commitment to diversifying our faculty and staff such that they reflect the composition of our student body.

The College should provide resources and implement policies that will assist in attaining at least a diversity of 8% faculty and staff of color by 2020. Given that the level of 8% would still rank below 75% of Baccalaureate/Masters colleges and universities in Pennsylvania,²⁸ the College must continue to increase faculty and staff diversity beyond this level to more closely align with levels of diversity in our student population. Improved tracking of diversity among faculty and staff on a yearly basis is essential for monitoring this goal.

The College could examine ways to develop targeted positions that would improve faculty and staff diversity.

- Look into developing Visiting Professor positions to recruit talented faculty that will strengthen the diversity of the College.
 - Examine the hiring of faculty with academic interests in intercultural competencies that could develop curricula that could contribute in an interdepartmental fashion.
11. Build inclusive hiring practices through training and renewed processes that include a statement on hiring faculty and staff of diverse backgrounds, a review of academic and co-curricular programming able to attract diverse applicants, training on unconscious bias for search committees, actively building diverse applicant pools, and real-time monitoring of applicant pool diversity.

One of the challenges to hiring a diverse work force is the lack of a diverse pool of applicants.

- The College should encourage search committees to actively recruit talented, diverse candidates to participate in the search pool. This can include active networking by current Cedar Crest College faculty/staff, or placing job advertisements in locations that are likely to increase the diversity of the pool. There are a number of subscription services and professional societies and associations that can reach talented, diverse job candidates. These may include:
 - a. [Minority and Women Doctoral Directory](#)
 - b. [The Southern Regional Education Board \(SREB\)](#)
 - c. [The Consortium for Diversity](#)
 - d. [MinorityPostdoc.org](#)
 - e. [The Registry \(formerly National Minority Faculty Identification Program \(NMFI\)\)](#)
 - f. See appendix IV.2 for more societies and resources
- The College should invest in tools that track diversity in candidate pools and interview pools to gauge whether searches are drawing from adequately diverse pools. Potential services such as [Interfolio](#) or ADP might have such tools.

12. Establish a retention program for faculty and staff underrepresented in higher education that includes career mentorship and regional networking.

²⁸ Based on consistent 2013 IPEDS data.

The fact that the College has a low level of racial and ethnic diversity in its faculty and staff places a special burden on its current employees of color. The College should develop internal support and provide an improved culture to support faculty and staff of diverse backgrounds. This may include improved data collection to understand how to best retain minority faculty and joint initiatives with LVAIC, such as the LINC program (<http://www.linc-lv.com/>), that can provide networking and community connection opportunities for employees.

It is critical that the few diverse faculty and staff on campus not be tapped as the sole advocates for diversity and inclusion on campus. Oftentimes, small campuses overload these individuals with responsibilities related to campus diversity (see section III). Promotion of an inclusive campus environment should be the mission of all members of the campus community.

V) Community Relationships

Background

The Community Relationships Working Group decided to focus exclusively on the professional-practice experiences that Cedar Crest students engage in as required by the various pre-professional programs.

We focused on the pre-professional programs, as opposed to the internships available through the Career Planning Office, because of the routine and predictable academic preparation of the students for their professional practice experiences. Each of these programs has the responsibility to develop, cultivate, and oversee the specific professional practice sites in the community and to assign students to those sites. Furthermore, the community partners who provide these experiences are also relatively predictable each academic year, although that varies somewhat according to the particular program. We believed this approach would enable us to obtain more reliable and comparable information in assessing diversity and inclusion between Cedar Crest and the wider community.

The group members determined that these professional-practice experiences constitute a primary and significant interface between the College and the community because they provide the opportunity for our students to negotiate relationships with diverse client populations. The community partners who provide these opportunities supply us with valuable feedback on how effectively and sensitively our students conduct these relationships. As our students contribute to and impact the community in this manner, they shape the community's perception of the College.

Specifically, we focused on the following pre-professional programs:

- Education
- Nursing
- Nutrition
- Social Work

Key Findings

The group members conducted interviews with the chairs/directors of each of the above programs. We obtained data compiled by the respective programs as well as from the Institutional Research Office. For each of the pre-professional programs, we examined student minority representation, academic preparation of the students to engage with diverse client groups, and the extent of diversity in the various professional practice settings.

- Consistent with the significant minority representation of the student body at Cedar Crest, the pre-professional programs reflect that minority representation.
- Many of the programs have a discrete required course that prepares students to work sensitively and effectively with diverse client populations or that preparation is provided across several required courses.

- The professional practice settings in the community developed and cultivated by the pre-professional programs provide the opportunity for students to engage with a diverse client population. Most importantly, our students do engage with these clients effectively and sensitively, which positively reflects on the College to similarly connect with the wider community.

Recommendations

As they engage in their respective programs' required professional practice experiences, Cedar Crest students serve a very important role as ambassadors to our diverse Lehigh Valley community. The ability of these students to engage diversity and difference effectively is very much dependent upon their academic preparation to do so. Thus, the three recommendations that follow focus on possible ways to strengthen that academic preparation.

13. Facilitate ongoing recruitment efforts and processes by the College and within the College to attract students that would further broaden diversity at the College.

As the U.S. approaches a majority-minority population by 2040, it is important to broaden diversity within the College to prepare all students to face the challenges associated with this rapidly changing national demographic landscape. For the College, we advocate achieving a goal of 40% of all traditional students, and 45% of all SAGE and graduate program students. Ideally, this goal would be achieved by 2021.

14. Encourage and assist the various academic majors at the College to assess and enhance current efforts and processes to attract students to broaden diversity within these majors.

In our experience, the classroom is a microcosm of the larger society. Diversity issues discussed in the classroom will replicate those that students in their respective majors will confront in their professional practice experiences and in their post-graduate endeavors. We advocate a goal of at least 25% minority students in each academic major to be achieved by 2021.

15. Encourage and assist the various academic majors to provide adequate, required course materials to prepare students to understand, confront and negotiate effectively the unique challenges that an increasingly diverse society present for that academic major.

As determined by each major, this could be a new course, a course already offered by another major, or new material included in an existing course or courses. All programs with required professional field-practice experiences are urged to assess explicitly the effectiveness of students' competence and confidence in interacting with diverse populations in the community. We advocate that each academic major achieve this goal by 2019.

VI) Campus Climate Study

In spring of 2016, the Diversity and Inclusion Task Force conducted the student-centered Diverse Learning Environments Survey (n=204), administered by the Higher Education Research Institute. Final and comparative results will be available during the summer, after which a subgroup of the task force will issue a supplemental report on its findings. Appendix VI.1 shows preliminary results reviewed by the task force.

Preliminary findings also formed the basis for the task force's focus-group research. Two focus groups of students (n=10) discussed a range of questions drawn from each subgroup of the task force. Respondents were drawn from a convenient sampling of the Cedar Crest student body. Appendix VI.2 provides a transcript of focus-group responses.

Based on preliminary and aggregated survey results and focus-group responses, the task force noted:

- Diverse Learning Environment (DLE) survey respondents represented a range of sophomore (25%), junior (36%), and senior (39%) upper-class students. Other demographic categories (e.g., race/ethnicity, sex, gender and sexual identity, first-generation status, family-income levels, and ages) were broadly represented.
- Greater than 90% of DLE respondents either “agree” or “strongly agree” that Cedar Crest College faculty empower them to learn and that at least one faculty member has taken an interest in their development.
- Greater than 90% of respondents either “agree” or “strongly agree” that they would recommend Cedar Crest College to others.
- Greater than 80% of respondents either “agree” or “strongly agree” that Cedar Crest College staff recognize their achievements and greater than 70% either “agree” or “strongly agree” that staff encourage them to get involved in campus activities.
- DLE respondents showed significant stress owing to finances and time commitment for their education: 40% of respondents say it will take them longer to graduate than they had planned and 35% say they may need to choose between supporting their family financially and paying for college. Greater than 30% of students said that the College does not provide the financial support they need to stay enrolled.
- Respondents report experiencing bias and discrimination most heavily due race/ethnicity (11%), religion and spiritual beliefs (11%), political beliefs (11%), age (9%), and gender (8%).
- While greater than 90% of respondents reported that the College “promotes the appreciation of cultural differences” and “appreciates differences in sexual orientation,” a majority of respondents also reported having only one or no classes that included materials about gender, race/ethnicity, socioeconomic class differences, privilege, and sexual orientation, or opportunities for dialogue between students with different backgrounds and beliefs.

- Greater than 50% of respondents reported that they were “satisfied” or “very satisfied” with the racial/ethnic diversity of the student body, staff, and faculty. The highest ratings for “dissatisfied” or “very dissatisfied” on racial/ethnic composition were for the faculty (13%).
- Neutral satisfaction percentages for campus diversity issues were significant (30-45% for several survey items), which suggests respondents had not developed a position regarding such concerns.
- Focus-group respondents highlighted a need for a campus space through which they can share stories about their life experiences and a place to turn when experiencing incidents of bias and discrimination. This includes a recognizable way to report such incidents to the College.
- Focus-group responses further expressed a need for training that addresses diversity issues with regard to activities such as college-sponsored trips and on-campus services.
- The focus groups raised concerns about inclusion practices around disabilities, especially with regard to ADA accommodations for academic work.
- The inclusion of international students on campus, with a variety of national identities, languages, and cultures, was also highlighted in focus-group responses, including a place for international students to feel welcome and part of the campus community (such as a student union).