

2007 – 2010 (AY) Diversity Plan California Institute of Integral Studies

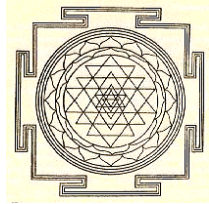


Table of Contents

BACKGROUND	2
DEFINING DIVERSITY	3
Articulated Definition	3
<i>CIIS Working Definition for Diversity</i>	3
Context for CIIS Definition of Diversity	3
Recruitment and Retention	4
Inclusion.....	4
Increasing Diversity	5
Recruitment.....	5
<i>Student Recruitment</i>	5
<i>Faculty Recruitment</i>	6
<i>Staff Recruitment</i>	8
Retention	8
<i>Student Retention</i>	8
<i>Faculty Retention</i>	9
<i>Staff Retention</i>	9
DIVERSIFYING CURRICULUM.....	10
CREATING AN INCLUSIVE CULTURE	10
MONITORING OUR PROGRESS	10
BEYOND 2010.....	11

BACKGROUND

This document details a three year diversity plan, with annual milestones. The intention of the diversity plan is to provide the Institute as a whole and each program and department, a road map to creating a diverse and inclusive environment. In that “Committing to Cultural Diversity” is the third Institute Ideal, the 2006 WASC Visiting Team recommended: “Promote diversity as a high priority in every aspect of CIIS. Issues to be considered include the Institute’s conceptions of diversity, given its unique mission and heritage, the need for a sufficient body of diverse groups of students, staff, and faculty, and promotion of multicultural awareness, respect, and competence. (p. 32)” In concert with this recommendation, CIIS noted four key areas for improvement in the area diversity. Chiefly these improvements involve:

1. **Defining Diversity** – CIIS needs to adopt a clearly articulated definition of diversity to act as a guide for its diversity efforts.
2. **Increasing Diversity**- Increasing the diversity of students, faculty and staff, particularly in the areas of race and ethnicity.
3. **Diversifying Curriculum** - Incorporating diverse perspective and theory into the curriculum.
4. **Creating an Inclusive Culture** - Creating a culture of inclusivity congruent with the Institute’s third ideal.

DEFINING DIVERSITY

Defining diversity at CIIS has been an ongoing challenge. The Institute has historically resisted attaching a restrictive definition to diversity for fear of excluding some groups or individuals; at the same time recognizing that without a clear definition, it becomes difficult to identify priorities and impossible to measure progress and instill realistic expectations in the minds of students (prospective and current), faculty and staff.

Articulated Definition

CIIS Working Definition for Diversity

CIIS is committed to providing an open, fair, inclusive, non-discriminatory environment for all individuals across differences of race, religion, sexual orientation, gender identity, national origin, socio-economic status, ethnicity, age, physical ability, or medical condition. *We seek to increase the presence, representation and inclusion of U.S. historically under-represented people of color, international, bilingual and bicultural students, faculty and staff; and, to provide an environment that will attract and retain individuals identified as lesbian, gay, bisexual, transgender, queer, questioning and intersex (LGBTQQI).*

Context for CIIS Definition of Diversity

CIIS was founded on a principle of honoring and blending of cultures, particularly the East and West. As the Institute has matured and attracted a more diverse student body, the need to honor and engage all cultures, including those within the United States, the East, West, North and South is apparent. To this end, we are adopting a dual-focus definition which responds to the differing attention we give to diversity regarding the racial / ethnic composition of the Institute while creating an academic environment that engages, supports and prepares all students to live in a pluralistic society.

In the absence of a clearly articulated definition of diversity, formal diversity efforts have primarily focused on historically under-represented racial groups in the US and sexual orientation issues. This focus has been in general agreement with student concerns and informal efforts of the Institute. Immediate issues have primarily been driven by students. This unofficial definition based on race, ethnicity and sexual orientation, has periodically been challenged when individuals or small groups have felt there is an over emphasis in one area at the exclusion of the diversity they bring to the Institute.

In order to center our diversity efforts for the three year period, 2007-2010, CIIS commits to focus on diversity three key initiatives: (1) recruitment, (2) retention, and (3) inclusivity. By addressing our four areas for improvement (Defining Diversity, Increasing Diversity, Diversifying Curriculum, and Creating an Inclusive Culture) in conjunction with our key initiatives it is believed that CIIS will significantly move closer to reaching the third Institute Ideal.

Recruitment and Retention

Our recruitment and retention focus for 2007-2010 is to increase the presence, representation, and cultural inclusion of historically under-represented racial and ethnic minorities. We also choose to increase the visibility of international, bilingual and multi-cultural individuals in the student body, faculty, and staff. Efforts will continue to cultivate an environment that attracts and retains individuals identified as lesbian, gay, bisexual, transgender, queer, questioning and intersex (LGBTQQI).

As cited from the 2006 WASC report, “The 2006 team found that racial/ethnic diversity among students, faculty, and staff was insufficient when compared to the Institute’s aspirations and for students and faculty but not staff was either largely unchanged or changed to a small degree from 2001” (p. 5).

Inclusion

Providing an inclusive environment must be at the forefront of our individual and collective thoughts and actions, in order for it to be reflected throughout the Institute and for us to achieve the goal of providing an environment that is inclusive, engaged and engaging for all students, faculty, staff and the broader community across differences of race, religion, gender, gender identity, sexual orientation, socioeconomic status, national origin, ethnicity, age, disability, political affiliation, marital status, or medical condition.

In accordance with Ideal #3 of the Seven Institute Ideals, CIIS commits "to promoting a dialogue of difference, the curriculum reflects a commitment to the diversity of the world's cultures and spiritual traditions while seeking their holistic integration."

Consistent with this ideal our goal is to provide an environment that is inclusive, engaged and engaging for all students, faculty, staff and the broader community across differences of race, religion, gender, gender identity, sexual orientation, socioeconomic status,

national origin, ethnicity, age, disability, political affiliation, marital status, or medical condition.

INCREASING DIVERSITY

It is recognized that we have a dilemma: how do we ethically attract students, faculty and staff of color while the systems and climate are not yet in place to provide an environment where they can thrive; yet, how do we create such an environment without a critical mass of the students, faculty and staff representing the groups we seek to attract?

We are making strides toward this effort. Faculty and staff trainings, student support groups, and inclusion of diversity awareness as a part of the new student orientation, and the support of top administration have been instituted.

Recruitment

Student Recruitment

In the area of student recruitment there are two key initiatives, outreach and financial aid.

Outreach – Beginning in 2006 an annual strategic recruiting plan has been developed and implemented. Each year, 2007 – 2010 this plan must address the ways in which it will attract our under-represented student body. In order to ensure that students of color and LGBTQQI identified students are not isolated in cohorts and classes it is important that outreach efforts assist in recruiting enough students of a specific group that students are not left to be the spokesperson for their race, ethnicity, or sexual orientation.

1. The Admissions and Marketing departments will work with the Faculty Diversity Committee and the Chief Diversity Officer to identify specific and targeted outreach efforts.
2. The CIIS website will have a comprehensive diversity presence and offer transparent information into CIIS's efforts regarding diversity.
3. Annual focus groups / surveys with alumni of color will be conducted to identify recruitment sources.
4. Gaining publicity for students, faculty and staff expertise, community engagement and diversity action will make CIIS more visible, including in communities of color. This will include articles in magazines, newspapers and personal and television / radio speaking engagements.

Financial Aid – CIIS currently offers a diversity scholarship that provides scholarships ranging from approximately \$3,000 - \$7,000 per year for the first two years. The CIIS sponsored diversity scholarships is currently not restrictive based on race, ethnicity or other protected class, but open to all students and asks for narrative of how the student will contribute to enhancing diversity at CIIS. Recipients of the diversity scholarship have had no requirement to demonstrate previous or future work on issues of diversity. An International Student Scholarship is also offered with awards of \$4,000 - \$9,000 per year for the first two years. During AY 2007-2010, it is suggested that the following financial aid initiatives be implemented:

Financial Aid Initiatives

1. External donations designated for diversity will not be used to underwrite the CIIS Diversity Scholarship; but rather be restricted funds providing additional scholarship monies for the specific group of students intended by the donor (students of color, LGBTQQI and/or international students).
2. CIIS funded financial aid will be used to leverage for diversity by developing partnerships with constituencies identified as positive sources to increase the diversity of our student body.
3. A diversity scholarship committee be established with key representation. The scholarship committee will jointly decide on the distribution of all diversity related scholarship monies, including leveraging partners.
4. It is recommended that a student worker position in either the Office of Diversity and Human Resources or the Financial Aid office be established to focus on identifying and helping students apply for external scholarships. This service will be available for all students but particular attention will be given to identifying scholarship resources for U.S. underrepresented minorities. CIIS appears to attract and retain LGBTQQI students, therefore identifying scholarships for this group will not be a primary focus of the position, but resources will be made available.
5. CIIS will seek additional corporate and individual donations for students of color, LGBTQQI identified students, and international students. This will be done through a joint effort of the Development Office and the Office of Diversity and Human Resources.

Faculty Recruitment

Faculty recruitment has presented two challenges. First, program directors have historically hired adjunct faculty and the adjunct faculty pool has been developed informally and generally from acquaintances and friends of current faculty members. This culture is changing and a marked improvement was made during the past two years.

Second, for many of our faculty positions the applicant pool is low, thereby limiting the candidates of color and LGBTQQI identified. Our goal is to significantly increase the applicant pool to specifically include more faculty of color and LGBTQQI identified faculty. The new recruitment tool through our human resource information system will allow us to anonymously track race/ethnicity, gender and disability of the faculty candidates. However, we are not able to determine sexual orientation unless the candidates self-disclose in either their cover letter or at the interview – currently this is not a field we can add to the self-disclosure information on the electronic application.

Faculty Recruitment Initiatives

1. The Academic Vice President has drafted and implemented a standardized process for faculty hiring. The next step is to ensure all departments are consistently following it. A finalized hiring guide is to be in place by the beginning of core faculty recruitment in October 2007. Included in this guide will be:
 - a. All application materials will be process through Human Resources in order that we gain a complete understanding of the applicant pool.
 - b. Suggested interview questions which include candidates understanding of and commitment to working with diverse students and preparing all students to work in a diverse and pluralistic society.
 - c. All 100% FTE core faculty searches will be national searches.
 - d. Student input into every search.
2. Because the Institute has limited number of new faculty hires per year, the most immediate impact we can have on the visibility of faculty of color is through our adjunct pool. Therefore, an adjunct faculty applicant pool database will be developed by Fall 2008 to provide program directors with a comprehensive list of prospective adjuncts for various courses.
3. The Office of Diversity and Human Resources will work with department Program Directors to increase the ad placement for adjunct and core faculty recruitment to optimize the potential of diverse applicants. There will be continuous advertising for adjunct faculty.
4. In order to minimize cost, the Office of Diversity and Human Resources will investigate possible listservs for posting jobs.
5. The Office of Diversity and Human Resources working with the academic departments will annually create a prospective faculty outreach plan identifying sources and initiatives for attracting faculty of color and LGBTQQI identified faculty.

Staff Recruitment

According to the 2006 WASC Report, CIIS has made some progress in the area of staff recruitment. All current staff of color became aware of their position either through Craigslist or word of mouth. We will continue to seek job search engines that will reach a broader audience, particularly reaching people of color. We are in the process of requiring a more systematic interview process. In the area of staff there are some departments that consistently hire a specific profile of individual. It is assumed that this pattern is the result of a limited search committee and the office having an idiosyncratic culture that without outside input, tends to repeat itself.

Staff Recruitment Initiatives:

1. A staff hiring guide will be finalized and monitored for consistent application by the Department of Diversity and Human Resources. Included in the guide will be:
 - a. Ad placement in a minimum of one outside recruitment source.
 - b. At least one individual on the hiring committee from outside the department.
 - c. A suggested list of questions aimed at assessing the individuals understanding of working with diverse students.
 - d. Behavioral based interview technique training and implementation in all departments.
2. The department of Diversity and Human Resources will receive all applications and voluntary statistical information, collect the data and monitor the hiring process.
3. Additional resources for attracting qualified under-represented minority staff members will be sought.

Retention

Student Retention

Student retention for all students is being examined as a part of institutional research. We seek to get a clearer idea of the reasons for attrition. Retaining students requires a joint effort of the programs and the administrative departments.

It is assumed that students of color, international students and LGBTQQIQI identified students may leave the Institute for different reasons than majority students. Two areas have been highlighted. (1) A lack of sensitivity to student issues is often discussed in student support groups, and (2) in the POC survey of 2005 – 2006, students identified limited financial aid / resources as a hardship.

The Office of Diversity and Human Resources in conjunction with the Dean of Students Office and the Academic Vice President will offer diversity training for faculty and staff

as a way of increasing sensitivity to the issues of diverse populations and particularly diverse student issues.

The efforts discussed in the financial aid section, if effective should be demonstrated by increased retention.

Faculty Retention

In general, faculty retention is not a problem. However, faculty of color have commented that they feel isolated and as if they are the only one speaking to issues of diversity. This suggests that there is a need to provide a more supportive environment for faculty of color who join CIIS.

Faculty Retention Initiatives

1. Creating an open and welcoming environment for all faculty is important. Academic year 2006 was the first year for a new faculty dinner. Increasing opportunities for new faculty to bond, meet and have discussions on issues including those of diversity is an important step.
2. As CIIS seeks to attract more faculty of color and LGBTQQI identified faculty we will continue to identify ways to support the faculty.

Staff Retention

As with faculty, staff retention is generally not a problem with regard to diversity. However, as with faculty, some staff of color have been disappointed with the way the Institute addresses issues of diversity and the lack of understanding displayed by other members of the staff. Staff of color have said that they do not feel comfortable speaking-up regarding issues of diversity for fear of being “targeted” and retaliated against. For staff, retention will naturally occur as the environment becomes more inclusive. By focusing on hiring staff members who are sensitive to diversity issues and by creating a culture of inclusion, staff members of color will find their experience working at CIIS more enjoyable. LGBTQQI staff members have indicated that for the most part they feel CIIS offers an open and inclusive environment.

Staff Retention Initiatives

1. During the New Hire Orientation, one hour will be devoted to diversity awareness.
2. Diversity training and events will be offered throughout the year.
3. Sensitivity to diverse populations will be standard in the questions asked of new hires and their responses will weigh heavily on hiring decisions.

DIVERSIFYING CURRICULUM

Providing a diverse and inclusive curriculum that reflects the diversity of our students, community and the world is a difficult undertaking, but is possible with the commitment and effort of faculty. Developing a curriculum that confronts inequalities and celebrates diversity is a transformative process for the faculty, students and the Institution. A Faculty Diversity Committee was formed, to begin Fall 2007, this committee will address curricular issues.

CREATING AN INCLUSIVE CULTURE

An inclusive culture that embraces and engages the diversity of the Institute's student, faculty, staff, larger community and the world is done through recruitment, education and awareness. Inclusion activities have always been a part of various CIIS departments, groups and individuals, the more difficult undertaking is creating an inclusive culture. Methods for achieving this goal will be taken up in the Faculty Diversity Committee, Student Alliance and Student Groups, and by a Staff Diversity Group.

MONITORING OUR PROGRESS

Since 1999, a Diversity Action Team has been in place at CIIS. The composition and concentrated efforts of the team have varied during the past eight years. The team played a key role in raising the awareness of diversity at the Institute and was also a place for students to bring diversity related concern and have them addressed. In 2006, a Dean of Students was hired who is experienced in dealing with issues of diversity; at the same time, the Human Resources Department was realigned and changed to the Office of Diversity and Human Resources. With these two departments in place and stabilized and the establishment of a Faculty Diversity Committee, the Diversity Action Team, as configured, loses its mission. Therefore, for the years 2008 – 2011 a Diversity and Inclusion Monitoring Group will be put in place. This group will meet 4 hours once each quarter with one mission: to report on and monitor diversity efforts in various constituencies. Participating in the group will be the following:

- Chief Diversity Officer
- Chief Human Resources Officer

- Dean of Students
- Chief Admissions Officer
- Chief Financial Aid Officer
- Chief Communications Officer
- 2 representatives from the Faculty Diversity Committee (FDC)
- 1 Representative from the Staff Association
- 1 Representative from the Student Alliance
- 2 Representatives from UNITE student group

The committee will monitor the progress of the previous semester, as well as trends throughout the three year period. Each member will provide a written summary of actions and activities toward recruitment, retention and inclusion that their group has initiated or taken part in for the previous quarter. This report will become a part of institutional records regarding our progress and made public to students, faculty and staff. The committee will discuss next steps, and identify corrective measures as needed.

BEYOND 2010

During the 2009-2010 AY, the Diversity Inclusion and Monitoring Group will determine next steps. In the meantime, we recognize that ideas arise and without immediate action get lost. A Diversity blog will be created to allow for individuals with wonderful, but not immediately implementable ideas to be logged and evaluated for later use.