

# The George Washington University

## President's Council on Diversity and Inclusion

June 17, 2011

Dear President Knapp:

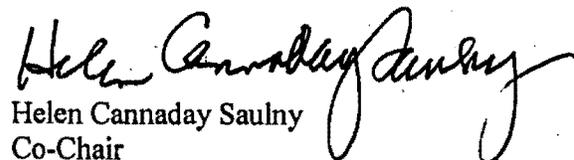
Enclosed is the 2011 report of the Council on Diversity and Inclusion. *Diversity: A Key to Academic Excellence* was produced in response to your charge that we "propose a series of best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations, and cultivate a more inclusive climate for students, staff, faculty and the broader community of which George Washington is an integral part." The Council wants to thank you for giving us the opportunity to provide input on these critical issues at GW.

This was truly a team effort. The Council members, along with the working groups that were established and members of the GW community and the broader DC metropolitan area, made significant contributions to this report. We are convinced that *Diversity* provides specific and concrete proposals which, if adopted, would establish the university as a more diverse and inclusive community.

We welcome the opportunity to discuss our report with you. We also look forward to continuing our work with you so that GW will truly become the school of choice for more students, the employer of choice for more faculty and staff, a more inclusive life-long community of learning for alumni, and a more effective partner in addressing the challenges of the Washington DC metropolitan area.

Regards,

  
Gregory D. Squires  
Co-Chair

  
Helen Cannaday Saulny  
Co-Chair

# **Diversity: A Key to Academic Excellence**

**The First Report of the President's Council on Diversity and Inclusion**

**The George Washington University**

**June 17, 2011**



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## **Diversity: A Key to Academic Excellence**

### EXECUTIVE SUMMARY

In late spring 2010, George Washington University President Steven Knapp created the Council on Diversity and Inclusion to:

*Propose a series of best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations, and cultivate a more inclusive climate for students, staff, faculty and the broader community of which George Washington is an integral part.*

Guided by the reality that diversity and academic excellence are mutually reinforcing objectives, the Council developed the following twelve recommendations that can be implemented now to move GW toward the President's objectives:

- 1) Increase student diversity by strengthening admissions, recruitment financial aid awards, and other enrollment practices that are targeted to multicultural and diverse populations.
- 2) Reconfigure and reorganize the current Multi Cultural Student Services Center under a community centered, broader diversity model that is inclusive, open, and interconnected, to include the following constituencies and identities: multicultural/multi racial; lesbian, gay, bisexual, and transgender individuals (LGBT); majority students; interfaith and spiritual communities; and women.
- 3) Establish policies and practices to ensure that instructional materials and information technologies are accessible to all and in compliance with section 508 of the Americans with Disabilities Act (ADA).
- 4) Implement systematic mentoring programs to create a welcoming environment that supports faculty diversity and retention.
- 5) Create an "opportunity hire" program that allows greater flexibility to quickly and competitively employ highly qualified individuals who can make a unique contribution to the university and its strategic initiatives.
- 6) Build and enforce an assessment process with appropriate accountability that ensures the alignment of departmental, school, and institutional diversity goals and educates faculty and administrators about their roles in the pursuit of diversity and inclusion.
- 7) Establish an overtly visible diversity and inclusion presence on all campuses through university communications with attention given to the physical environment in conjunction with existing and ongoing External Relations marketing and branding efforts.

- 8) Provide employee benefits that reflect diversity and inclusion as core institutional values and recognize and address the needs of a diverse employment pool.
- 9) Provide resources, training programs, and related initiatives to employees to demonstrate and encourage inclusiveness, increase diversity, and strengthen and celebrate the GW community.
- 10) Enhance the use of disadvantaged businesses, minority-owned businesses, women-owned businesses, and veteran-owned businesses located in the Washington, D.C. metropolitan area, and with a focus on the District of Columbia.
- 11) Adopt a policy of doing business with banks and other financial institutions through the deposit of GW funds and other financial transactions with institutions that have outstanding community reinvestment records in terms of their mortgage and small business lending activity in traditionally underserved communities in the D.C. metropolitan area.
- 12) Incorporate and promote, via the Center for Civic Engagement and Public Service, more activities that involve long-term partnerships and significant projects with measurable goals with community organizations.

Academic excellence, diversity, and inclusion are ongoing objectives of George Washington University. Building and enforcing an assessment process with appropriate accountability that ensures the alignment of departmental, school, and institutional diversity goals and educates faculty and administrators about their role in the pursuit of diversity and inclusion is paramount and an overarching goal to achieving academic excellence. Implementation of these recommendations would constitute an important symbolic and concrete start in making GW the school of choice for more students, the employer of choice for more faculty and staff, a more inclusive life-long community of learning for alumni, and a more effective partner in addressing the challenges of the Washington, D.C. metropolitan area community of which the university is a part.

## **Diversity at George Washington University**

In 2010, President Steven Knapp created the Council on Diversity and Inclusion. The charge given to the Council states:

*Diversity and inclusion are at the core of institutions of higher education. These are multi-faceted and complex issues that require thoughtful discourse, unwavering commitment and a plan of action in order to achieve desired outcomes. The University recognizes the need to engage all members of the GW community in order to foster a true learning environment, on and off campus. Toward that end, in late spring of 2010 President Knapp created the Council on Diversity and Inclusion. Comprised of various members of the George Washington University community, the President's Council will seek out ideas, recommendations and feedback to be presented to the newly appointed associate provost for diversity and inclusion. Through collaboration, research and action, the Council will propose a series of best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations and cultivate a more inclusive climate for students, staff, faculty and the broader community of which George Washington is an integral part.*

The basic mandate is to make the George Washington University (GW) the school of choice for more students, the employer of choice for more faculty and staff, a more inclusive life-long community of learners for alumni, and a more effective partner in addressing the challenges of the Washington, D.C. metropolitan area community of which the university is a part. The overriding theme that has framed the work of the Council and the recommendations that follow in this report is the reality that diversity and academic excellence go hand-in-hand. They are mutually reinforcing objectives. Diversity concerns embody a range of moral, legal, and cultural issues. Our primary objective, however, is to enhance the academic excellence of GW by making it a more diverse and inclusive community.

Given the demographic realities of the Washington, D.C. area and the increasingly globalized world with which the university is engaged, we recognize the critical importance of being able to draw from, develop, and benefit from the diverse human resources that frame our world. Given this perspective and these objectives, diversity is understood quite broadly to include matters of race, ethnicity, gender, income, religion, sexual orientation, intellectual traditions, and more. The term "diversity," therefore, reflects many complex and longstanding conflicts, challenges, and opportunities. In the following pages, specific and concrete steps are advanced that can be implemented now to address many of these issues.

### **The Council**

The President's Council on Diversity and Inclusion has 16 members from virtually all parts of the GW community. It includes students, faculty, staff, and alumni from various schools and other units of the university. (See Appendix I for a list of Council members.) Four working groups were created to address the following areas: 1) student and alumni experience, 2) faculty experience, 3) staff experience,

and 4) external relations. (See Appendix II for a list of working group co-chairs and members.)

The Council and each working group began meeting in the spring of 2010, and on average, met twice a month from October 2010 to May 2011. Two public forums were held—one at the Foggy Bottom Campus and one at the Virginia Science and Technology Campus. These forums were attended by more than 300 students, faculty, staff, trustees, and others from the broader D.C. community. A web page was created describing the work of the Council and including a link where the public could submit recommendations. (See Appendix III for those comments.) Working groups conducted several fact-finding activities including surveys, focus group discussions, and informal discussions with students, colleagues, and other interested parties. Diversity initiatives at other colleges and universities were also reviewed.

As a result of these varied activities, literally dozens of suggestions were made that reflect serious, ongoing issues that affect the GW community. Early in the process, the Council recognized the need to prioritize a range of good ideas in order to meaningfully respond to the President's charge on a timely basis. Twelve specific recommendations were identified that the university can implement now and are discussed in the following pages. For each recommendation, the report lists the actions that should be taken, the parties who should take them, and metrics (or a call for the creation of specific metrics) for assessing progress. It is important to note, however, that the report includes almost all of the other ideas that were generated in Appendix IV.

Dealing with diversity is not a one-shot activity. The ideas contained in this report along with other issues and proposals that no doubt will arise in the future, should guide GW discussions and initiatives.

### **Diversity – Yesterday, Today, and Tomorrow**

GW has a long history of dealing with diversity issues. Some moments are prouder than others. We are not starting with a blank slate. Universities are not known for moving quickly, particularly when it comes to any kind of institutional change. But recent events, including the creation of this Council and the appointment of the Vice Provost for Diversity and Inclusion, indicate that GW is moving in the right direction. In order to continue that progress, all parts of the university community must be engaged. These recommendations are offered as the start of an on-going conversation and action plan. Debate is anticipated and welcomed. But the Council firmly believes that now is the time to meet the challenge. President Knapp has stated:

*The George Washington University has a long history of equal opportunity and a strong commitment to diversity. But there is more we can do to build the diversity of our student body, faculty and staff, and to make sure we are providing a welcoming and supportive environment for persons of all backgrounds.*

More can be done, and we should begin now.

## **Student and Alumni Experience**

GW's commitment to diversity requires that the university leadership establish a clear, well developed strategic plan and philosophy that is integrated university-wide, starting with pre-college programs and admissions, through the student life cycle, to their transition to alumni status. Effective plans must include intensive policy review, initial and periodic assessment, enforcement, and congruence between plan and action. Cohesive plans of this type have the potential to impact the cultural competence that students develop during their GW experience in preparation for an increasingly diverse world of work and life beyond GW. Students and alumni are seeking an inclusive campus climate that goes beyond the begrudging compliance of resistant organizations to one that is actively welcoming, safe, and affirming for all.

Given the initial assessment of current student and alumni perceptions about the diversity aptitude of the university, a review of peer institutional diversity programs and structures, and a review of current best practices in diversity life among a number of market basket institutions, it is critical that the university establish clearer, more effective diversity and inclusion standards. In order to do so, diversity policies must be consistent with a clearly defined set of university values and goals that permeate the fabric of the organization. For the sake of transparency, and to ensure that the appropriate cultural context is considered in the management of the GW multicultural student experience, it is critical for every undergraduate and graduate student life office to consult with the Multi Cultural Student Services Center (MSSC) and other appropriate offices, including Disability Support Services and International Services, in the development of the programs, communications, marketing materials, videos, publications, and other content related work that expresses the image of diversity at GW.

In order to accomplish this end, oversight of policy that affects diverse students and alumni must be centralized within the Office of the Vice Provost for Diversity and Inclusion (VPDI), and supported at the student life level by recasting the current Multi Cultural Student Services Center into a multicultural, diversity, and inclusion center, with a broader diversity standard that has responsibility for leading other student life entities.

The university must grow beyond its apparent belief that statistical diversity is the only measure of institutional success. The spirit of diversity management must recognize the value of individual difference, with an emphasis on scholarship, citizenship, and civility. An enlightened institution has a clear understanding that an inclusive and holistic university experience incorporates a diversity ideology that is keenly aware of the challenges that exist in the daily interactions of students; the climate and curriculum in the classroom; the statistical diversity of student, staff, and faculty; and their strategic value within the hierarchy. Great organizations develop a model of diversity life that is directly linked to its stated vision and mission, and sealed into the core values that serve as its foundation.

According to data from the Office of Institutional Research, the undergraduate student enrollment for the 2010-11 academic year was 6.9% African-American/Black, 7.22% Latino/Hispanic, 10% Asian American, 0.3% Native American, 6.6% International, and 55.4% white American. These numbers represent a statistical diversity that is competitive to less-than-competitive when compared with the top performing national and market basket institutions. Despite areas of progress, GW lags behind other highly selective institutions that clearly make the enrollment and retention of a more diverse student population a critical university priority. GW must have an equally focused effort if it is to compete and become a national model for diverse enrollments.

Conversations with a broad and diverse range of students and alumni indicate that campus climate is a significant concern. Therefore, we must develop specific statistical targets in our enrollment, specific recruitment and matriculation processes in enrollment management, and a clearly defined and intentional multicultural and diversity enrollment ideology.

GW has a diverse body of students and alumni. To make GW even more welcoming and inclusive, to build multicultural coalitions across the university, and to ensure that diversity is no longer an afterthought, but a key GW value, we offer the following recommendations.

**RECOMMENDATION 1: Increase student diversity by strengthening admissions, recruitment, financial aid awards, and other enrollment practices that are targeted to multicultural and diverse populations.**

***Actions:***

- Develop a Diversity Enrollment Advisory team, led jointly by Admissions and MSSC to include key university staff, for the recruitment, enrollment, and retention areas.
- Implement a recruitment and enrollment plan that includes a broader range of university offices in the identification, recruitment, enrollment, and retention of multicultural and diverse student body. The plan would include evaluating activities and programs that are cross-divisional, beyond the offices of admissions and financial aid, with a focus on expanding the applicant pool, improving the yield, enhancing matriculation, increasing retention, and growing graduation rates.
- Develop focus groups with currently enrolled multicultural and diverse students regarding the range of factors that contributed to their choice to attend GW.
- Set specific enrollment targets in consultation with key university leaders and stakeholders; seek input from current students regarding their perceptions of the campus experience.

- Develop a budget that adequately supports the recruitment and retention of undergraduate and graduate multicultural and diverse students.

**Responsible Parties:**

*Undergraduate Admissions, Office of Student Financial Assistance, Budget Office, Graduate Programs, Provost, Senior Vice President and Senior Vice Provost for Student and Academic Support Services, Vice Provost for Diversity, Deans of Schools/College, Senior Associate Vice President and Dean of Students, Dean of Student Academic Success and the Director of Multi Cultural Student Services Center*

**Suggested Metrics:**

- *Annual multicultural and diverse student enrollment at GW and among key market basket institutions;*
- *Annual enrollment targets; and*
- *Results of annual student survey related to campus climate.*

**RECOMMENDATION 2: Reconfigure and reorganize the current Multi Cultural Student Services Center under a community-centered, broader diversity model that is inclusive, open and interconnected to include the following constituencies and identities: multicultural/multiracial; lesbian, gay, bisexual, and transgender individuals (LGBT); majority students; interfaith and spiritual communities; and women.**

**Actions:**

- Make inclusion a critical part of the procedures and operations of offices that play an important role in the experiences of students and alumni, including: the Center for Student Engagement (Student Activities Center and GW Housing); Student Judicial Services; and other non-SASS units, such as Academic Advising, Alumni, Facilities, and University Police.
- Change the ideology of a newly configured Multi Cultural Student Services Center to include a more holistic approach to multicultural and diverse student development and growth.
- Review, assess, and contrast the practices of offices that impact the multicultural and diverse student enrollment cycle with market basket schools, specifically: initial student recruitment (admissions), summer orientation (student engagement), welcome programming (student engagement/multi cultural services), campus life/academic retention initiatives (schools and colleges, academic success, multi cultural services), and transition to active alumni status (advancement/multi cultural services).

- Expand the oversight and reach of the Multi Cultural Student Services Center to ensure that it maintains a cooperative and leading partnership with all student life divisions, and, where appropriate, with academic departments and other units, in their contact with students who reflect the identities of the broader diversity model.
- Maintain the unique, stand-alone status of this environment to insure that it can balance the promotion of cultural curiosity, awareness, and competence amongst all students while continuing its operating style as a safe haven/home away from home operating style for multicultural and diverse students.
- Create, sustain, and take responsibility for developing opportunities for collaboration throughout the university community.
- Strengthen the strategic partnerships with related academic programs, including: Africana Studies, Latino Studies, Women’s Studies, LGBT Studies, and future cultural disciplines.
- Augment the budget currently allocated to the MSSC by \$250K to support expanded programming, partnerships, operational cost and one additional full-time position. (These funds should not be a reallocation from other Student and Academic Support Services programs.)

**Responsible Parties:**

*Senior Associate Vice President and Dean of Students Office, Dean of Student Academic Success, Multi Cultural Student Services Center, Vice Provost for Diversity and Inclusion, President’s Council on Diversity and Inclusion, Career Center, the Center for Student Engagement (Student Activities Center and GW Housing), Student Association, and others*

**Suggested Metrics:**

- *Pre and post enrollment assessment of student cultural competency;*
- *Benchmark assessment for cultural competence on the part of students, faculty, and staff; and*
- *Outcome of annual Campus Climate Survey for students, faculty, and staff.*

**RECOMMENDATION 3: Establish policies and practices to ensure that institutional materials and information technologies are accessible to all and in compliance with section 508 of the Americans with Disabilities Act (ADA).**

***Actions:***

- Conduct an accessibility audit, make a plan of corrective action, and develop guidelines for maintaining accessibility and procuring accessible software and hardware.
- Identify and fund full-time personnel responsible for accessibility of information technology on campus. (These funds should not be a reallocation from other Student and Academic Support Services programs.)
- Write a clear and meaningful policy statement on accessibility and make provisions for policy violations.
- Develop a manual and provide training to all personnel who are authorized to provide or assist with delivery of content for university web sites, Learning Management Systems and other means of learning content delivery.

***Responsible Parties:***

*Center for Innovative Teaching and Learning, Disability Support Services, Associate Vice President & Dean of Student Academic Success, Vice Provost for Diversity and Inclusion, President's Council on Diversity and Inclusion and Senior Associate Vice President and Dean of Students*

***Suggested Metrics:***

- *Periodic evaluations of ADA compliance with respect to technology; and*
- *The level of resources for implementation and provision of equal and effective access.*

A more diverse, inclusive, and welcoming climate will enhance the cultural and institutional life of the university. These recommendations will benefit students from their initial introduction to GW to their lives on campus through their life-long experiences as alumni.

## Faculty Experience

Based upon the general consensus of faculty participating in open forums and the members of the Faculty Experience Working Group, GW has much work to do in order to create a more welcoming and supportive environment for prospective and continuing faculty. While GW has made progress in increasing the number of women faculty and faculty of color, we continue to lag behind key market basket and regional peer institutions.

According to the latest data from the Office of Institutional Research, of the 1220 regular active status GW faculty in the fall of 2009, 21.7% (265) were faculty of color and 38.5% (470) were women. In addition, the *GW Report on the Status of Women Faculty and Faculty of Color (2010)* demonstrates that, in 2007-08, the most recent data available at the time of the report, GW was tied for 5th (along with New York University) in the percentage of faculty of color and women faculty among its 15 market basket schools. University of Miami (Florida), University of Southern California, Tulane, and Emory University had a higher percentage of faculty of color; American University, Georgetown University, University of Miami (Florida), and Tufts had higher percentages of women faculty. Among nine local institutions, GW was tied for 2nd (with Johns Hopkins) in the percentage of faculty of color and 5th in the percentage of women faculty. American University, Georgetown University, Howard University and George Mason had higher percentages of female faculty. While these numbers suggest that GW is doing better than a number of market basket and regional peers, they also suggest that GW can do more. Informal discussions with several GW faculty members clearly indicate the climate is not what it should be for women faculty, faculty of color, and other underrepresented faculty.

GW is positioning itself to become a "best practices" leader in diversity and inclusion in academia by making meaningful changes to increase the presence of women faculty and faculty of color on campus and to build and improve support activities that promote a positive campus climate for all faculty.

A critical mass of diverse faculty on our campuses and a visibly supportive climate are essential to the recruitment and retention of women, people of color, and other under-represented groups. Realizing these goals will require:

- bold, decisive, and unwavering leadership;
- a deeper commitment to actively support faculty in general and women faculty and faculty of color in particular;
- on-going and systemic educational training for all members of the academic community;
- alignment of departments, schools/colleges and institutional diversity goals;
- effective management of resources;
- comprehensive recruitment strategies; and
- a structure of accountability.

In selecting our recommendations, we focused on the above requirements as well as the information collected from our surveys of GW deans and department chairs, (see Appendix VI for a summary of responses) comments from the faculty forums, and research on best practices for building and sustaining diversity in higher education. We note, however, that it was the preponderance of comments received during our faculty forums about inconsistent and inadequate faculty mentoring, as supported by our surveys that made this a high priority action item across GW.

**RECOMMENDATION 1: Implement systematic mentoring programs to create a welcoming environment that supports faculty diversity and retention.**

***Actions:***

- Develop systemic, multi-level mentoring programs in all schools to include all faculty, regardless of contractual status or rank. Require formal mentoring programs in each school and department, with guidelines that clearly define the role and responsibilities of mentors/mentees and appropriate training for mentors.
- Review existing mentoring programs to identify best practices and use the findings to enhance and strengthen mentoring at GW.
- Provide centralized resources for mentoring that include guidelines and regularly scheduled workshops on mentoring for administrators and faculty mentors.
- Establish a university-wide committee/support group of non-tenured or recently tenured junior faculty who can act as peer mentors to faculty of color and other minority groups.
- Increase the availability of support services for all new faculty to ensure faculty are connected with mentors, as well as support and guidance at the beginning of their careers.

***Responsible Parties:***

*Provost, Vice Provost for Diversity and Inclusion and Deans*

***Suggested Metrics:***

- *Number of educational programs/workshops conducted;*
- *Number of school leaders/administrators and search committee members completing programs/workshops;*
- *Demonstrated change in knowledge and skills related to developing and maintaining an inclusive work environment;*

- *Results of School and/or university-wide climate survey responses;*
- *Availability and accessibility of mentoring guidelines to all schools, departments and interested faculty;*
- *Number of formal mentoring programs established by all schools/departments;*
- *Decrease in climate-related turnover; and*
- *Increase in number of women faculty and faculty of color at all ranks (e.g. assistant, associate, and full professor).*

**RECOMMENDATION 2: Create an “opportunity hire” program that allows greater flexibility to quickly and competitively employ highly qualified individuals who can make a unique contribution to the university and its strategic initiatives.**

**Action:**

- Expand the current university policy regarding variances to the standard recruitment process to a funded “opportunity hiring” process that allows for the acceleration of the hiring in special circumstances or allows departments to solicit a specific scholar instead of requesting a new position and then searching for candidates who fit the description.

The process would also allow departments with all current positions filled to hire candidates without having to wait for retirements or approvals of new positions. Additionally, the achievements and potential contributions to the university of candidates considered for hire under this program would be such that they would likely emerge on the list of finalists from any relevant search that would have been undertaken. The program should focus on:

- Scholars who contribute to diversity, broadly defined, thereby helping to fulfill GW’s academic mission and ensuring growth in the depth and breadth of our educational offerings.
- Scholars of unusual originality, experience, and impact, who bring a unique or different perspective because of their professional or personal backgrounds, interests, or expertise.
- Scholars who fill a demonstrated programmatic or business need that must be met quickly, i.e., a spouse or partners of current or prospective university faculty who themselves have talents that match a school’s/department’s needs.
- Funding creative proposals from departments/schools describing recruitment strategies they will implement to pursue diversity objectives.

The program will require revolving funding, at a level that will support meaningful activity. It is recommended that funding in the range of \$500,000 - \$700,000 be provided to launch this initiative. (These funds

should not be a reallocation from other academic programs.) Funding would cover salaries (or a portion of salaries) or establish a salary bridge plan (i.e., full or partial, initial funding by way of the program, with the school/department assuming funding responsibility over time), with a portion set aside to fund diversity enhancing proposals/activities by departments, such as networking and recruitment outreach activities that take place outside of formal searches. These diversity activities would include inviting groups of highly talented diverse faculty to campus to market GW to such scholars, facilitating scholarly collaboration and informal interaction with GW faculty by way of seminars, colloquia, and receptions, and arranging meetings with academic administrators and others to discuss employment at GW.

***Responsible Party:***

*Vice Provost for Diversity and Inclusion*

***Suggested Metrics:***

- *Representation of diverse candidates in applicant pools;*
- *Representation of diverse faculty hires and promotions; and*
- *Diverse faculty who leave the university and the reasons for their departure.*

**RECOMMENDATION 3: Build and enforce an assessment process with appropriate accountability that ensures the alignment of departmental, school, and institutional diversity goals and educates faculty and administrators about their role in the pursuit of diversity and inclusion.**

***Actions:***

- Create an assessment mechanism, a Diversity Scorecard, to guarantee accountability in the pursuit of diversity and inclusion. The Scorecard is a structured assessment process that promotes the identification and tracking of key performance *indicators* and fosters systemic accountability, draws attention to diversity and inequity, aligns institutional commitment, measures the results of diversity goals, supports appropriate funding of initiatives and prioritizes diversity investments.
  - Create a standing committee of representatives from administrative and academic units to develop, implement and monitor an institutional scorecard that measures the university's progress in managing its diversity goals in relation to overall business strategies.
  - Task each dean to coordinate discussions across their school/college/division and within departments about key, meaningful diversity and inclusion initiatives, goals, and measurable outcomes. This activity should result in a department and school-wide diversity plan with measurable outcomes.

- Provide the resulting feedback from this process to the Diversity Scorecard Committee.
- Use the scorecard process to assess how the administration, deans, and departments are achieving their selected goals and to make decisions about funding to expand or to eliminate initiatives.
- Communicate scorecard results to facilitate knowledge and alignment among constituencies.
- Provide diversity training for leadership (department chairs and above), faculty, and search committees.
- Provide administrators with the knowledge and skills needed to develop, maintain, and strengthen departmental/school environments that value and mentor faculty from diverse backgrounds, life experiences and perspectives.
- Cultivate faculty support by arranging peer-led, blame-free discussions about unconscious bias and techniques for mitigating its effects.

***Responsible Parties:***

*Provost, Vice Provost for Diversity and Inclusion*

***Suggested Metrics:***

- *The creation of a standing Diversity Scorecard Committee; and*
- *Diversity plans and metrics for each academic unit, including prioritized and published list of initiatives, goals, and measures developed by each school, department, and program, etc.*

In summary, implementing these recommendations will not be easy. To stimulate action, the President, Provost and Vice Provost for Diversity and Inclusion and other leaders will need to model diversity leadership behaviors in order to demonstrate their commitment. They will also need to facilitate difficult discussions across GW about the values of diversity and inclusion to establish a clear and compelling case for transforming GW into a culture of action and accountability, where the benefits of a diverse workforce and student body are recognized, valued, and supported by all members of the university community.

## Staff Experience

The vision is for GW to move beyond compliance to a philosophy of diversity and inclusion, whereby diversity and inclusion are embedded into all aspects of GW and the university is an employer of choice for a diverse population. To achieve this, it is essential GW generates a constant awareness of the value diversity brings to the institution and incorporates strategies necessary to attract a diverse applicant pool and ensure employees achieve to their full potential during their employment experience.

For employee-oriented diversity and inclusion efforts to succeed, it is imperative the strategies recognize that diversity encompasses a wide range of characteristics and experiences, including age, campus location, ethnicity, faith, familial status, gender, gender identity, national origin, political affiliation, position classification, sexual orientation, and veteran status.

The employee-oriented recommendations put forth accomplish this. They will enhance staff recruitment, retention, promotion, training, and celebration, strengthening the internal sense of community, creating equity, and enhancing community citizenship—the essential components for a pathway for continuity and growth in diversity and inclusion.

**RECOMMENDATION 1: Establish an overtly visible diversity and inclusion presence on all campuses through university communications, with attention given to the physical environment in conjunction with existing and ongoing External Relations marketing and branding efforts.**

### ***Actions:***

- Create overtly visible diversity and inclusion links and features on the university website homepage, throughout the website, and in other collaterals.
- Incorporate diversity and inclusion in current efforts to develop a GW brand.
- Have diversity and inclusion be an area for performance evaluation, especially for supervisors and above.
- Enhance the physical campus environment to endorse and nurture diversity and inclusion through physical accessibility, organization of space and aesthetic changes across the entire footprint of each campus location (e.g., go beyond ADA requirements, consider art/displays, etc.).
- Expand the methods of communication to reach all employees—currently almost all communication with employees occurs online, yet not all employees have access to or know how to use computers.
- Establish an audio version of the website to be inclusive of people with poor or no eyesight.

**Responsible Parties:**

*Office of the Vice Provost for Diversity and Inclusion; Office of External Relations; Office of Human Resources; Vice Presidents, Deans, and other senior leadership*

**Suggested Metrics:**

- *Inclusion of language reflective of the university's commitment to diversity and inclusion in all university communication media;*
- *Prominence of links and features, with minimal clicks required to access diversity information or resources on the main university homepage and on each unit's website;*
- *Enhancements of physical campus environment;*
- *Expanded methods of communication with employees;*
- *An audio version of the website; and*
- *Prominence of diversity and inclusion theme in GW events and programs.*

**RECOMMENDATION 2: Provide employee benefits that reflect diversity and inclusion as core institutional values and recognize and address the needs of a diverse employment pool.**

**Actions:**

- Expand the scope and language of the bereavement benefit to match what GW wants to project as it becomes more culturally diverse and to reflect the changing nature of family structures.
- Modify the holiday leave benefit to match the expanding diversity of the university community by creating two floating holidays which staff can use for Eid Al-Adha, Rosh Hashanah, Yom Kippur, Veterans Day, etc.
- Establish a bonding leave policy that encompasses family changes due to birth, adoption, and/or foster care, and provide equity for mothers, fathers, and other guardians.
- Create a program that allows employees to donate leave to a pool for coworkers (e.g. single parents, large families, people with serious diagnoses or chronic conditions) to reflect what GW seeks to project in terms of diversity and inclusiveness.

**Responsible Parties:**

*Office of Payroll and Benefits; Office of Human Resources; Colonial Community, Vice Provost for Diversity and Inclusion; and Benefits Advisory Committee*

**Suggested Metrics:**

- *Existence of the above proposed benefits;*
- *Increased participation in benefits offered; and*
- *Breadth of options available.*

**RECOMMENDATION 3: Provide resources, training programs, and related initiatives to employees to demonstrate and encourage inclusiveness, increase diversity, and strengthen and celebrate the GW community.**

**Actions:**

- Open a diversity and inclusion resource center/library for staff where individual employees can access information, come together to celebrate and learn, and foster a more diverse and inclusive climate.
- Establish affinity group programs/resource centers open to all members of the internal university community (staff, faculty, and students). For example: 1) establish a Gay, Lesbian, Bisexual, and Transgender (GLBT) Programs Office that provides information and referrals, educational programming, consultant and training services, and community building activities available to ALL members (staff, faculty, students) of the university community; 2) create an Office for University Women, to improve and enhance the campus climate for ALL women (staff, faculty, and students) at the university.
- Develop a formal employee mentoring program available to staff at all levels of the enterprise, with a goal of creating a climate where mentoring is the norm, and incentivize staff to be mentors.
- Offer/expand training and mandate participation by ALL staff. For example, develop a curriculum for staff around diversity, inclusion, ethics and sensitivity modules that staff complete in the first two years of service and then periodically thereafter.
- Offer workshops and experiential activities to help employees and groups/departments improve communication across cultural and other boundaries and link to university values.
- Establish, publish, and maintain a diversity calendar so staff, faculty, and students can be aware of, learn about, and celebrate important dates of

other cultures, religions, and nationalities. Create a consciousness by promoting celebrations/acknowledgements with automatic emails, for example, "Do you know what today is? It is \_\_\_\_\_, which is a celebration...."

***Responsible Parties:***

*Vice Provost for Diversity and Inclusion; Human Resources/Staff Learning and Development; Colonial Community; Vice Presidents, Deans, and other senior leadership*

***Suggested Metrics:***

- *Existence of the above programs, resources, and initiatives.*

Through these recommendations, a concrete pathway is put forth to move beyond compliance to a philosophy of diversity and inclusion, through which diversity and inclusion will be embedded into all aspects of GW. It will be critical to track efforts and progress, and to be honest about the successes and challenges. There needs to be continuous vigilance to achieve continuity and growth. Regular employee input and feedback — by including employees on committees, task forces, and work and advisory groups — will help the university achieve its diversity and inclusion goals.

Diversity is the one true thing we all have in common. We should celebrate it every day.

## External Relations

In addition to its internal population, George Washington University should look beyond the boundaries of the campus to further the issues of diversity and inclusion. The external community, while less defined, can have a significant affect on how the university is perceived and whether it is viewed as a welcoming, inclusive environment for people of all backgrounds, not only through our events and services, but also through our publications, print materials, video, and photography. These perceptions can have a direct impact on the students, faculty and staff as well as visitors to the university. In addition, as part of the D.C. metropolitan community, GW has an opportunity to increase its contributions to the diverse population of the city. Such a step is not only an intrinsically good thing to do, but it can also reap important public relations benefits if highlighted appropriately.

There are various steps that the university can take to address issues of diversity and inclusion with the external community. Three key programs are identified that the university could address as initial areas of focus. They are:

- Outreach to encourage more diversity and inclusion in the selection of vendors that do business with the university.
- Expanded efforts in utilizing university financial assets to promote community development by selecting financial institutions with which it transacts business that have demonstrated a strong commitment to traditionally underserved communities.
- Structured community service efforts focusing on projects in underserved parts of the District that involve longer term partnerships with community organizations and goal oriented projects in the areas of education, health and sustainability.

These proposals are fleshed out in greater detail below.

**RECOMMENDATION 1: GW should enhance its use of disadvantaged businesses, minority-owned businesses, women-owned businesses and veteran-owned businesses located in the D.C. metropolitan area with a focus on the District of Columbia.**

### ***Actions:***

Adopting such a program might be approached in two phases.

Phase 1:

- Survey existing GW procurement procedures to determine how to make the vending process more accessible to the target vendors.

- Conduct outreach efforts to encourage the target vendors to respond to proposals or submit applications for business opportunities at the university.
- Institute a system of tracking the university's use of such vendors.

Phase 2:

- Establish goals to increase the amount of business the university conducts with the target vendors. In establishing these goals, GW could adopt classifications used in the federal program pursuant to the Small Business Development Act; the District of Columbia program, pursuant to the District of Columbia model, the Small, Local, and Disadvantaged Business Enterprise Development and Assistance Act; or some combination of the two. The advantage of such programs is that they provide existing mechanisms for identifying vendors that have been certified by a government agency as qualifying for a specific and diverse category.

**Responsible Party:**

*The GW Director of Procurement should take the lead in establishing this program.*

**Suggested Metrics:**

- *Number and quality of outreach efforts to targeted vendors;*
- *The numbers and dollar amount of contracts with the targeted vendors; and*
- *Establishment of a tracking system.*

**RECOMMENDATION 2: Adopt a policy of doing business with banks and other financial institutions through the deposit of GW funds and other financial transactions with institutions that have outstanding community reinvestment records in terms of their mortgage and small business lending activity in traditionally underserved communities in the DC metropolitan area.**

**Actions:**

- GW should leverage its financial assets by selecting financial institutions that are effective in meeting the credit needs of underserved local communities. In choosing where to deposit its funds and conduct other financial transactions, GW should choose those institutions that devote a significant percentage of their portfolio to mortgages and small business loans to residents and businesses in low income and minority neighborhoods.

The university must, of course, take various factors into account in choosing to do business with a financial institution. The institution must be financially sound and capable of meeting the university's business needs. In addition to these factors, however, the university should also evaluate a financial institution on its record of community reinvestment activities, and select such institutions based in part on these criteria.

- Universities in the District of Columbia control a substantial amount of financial assets. GW should take the lead in working with other local universities to coordinate a program of leveraging their dollars to promote those financial institutions that are working to improve the lives of the diverse population of the District of Columbia.

**Responsible Party:**

*The Director of Cash Management should take the lead in implementing this program.*

**Suggested Metrics:**

- *Ranking of financial institutions by criteria measuring their community reinvestment activities (e.g., mortgages and small business loans in underserved communities);*
- *Commitment of GW assets to appropriate financial institutions; and*
- *Establishment of a pilot program for coordinating the efforts of local universities to promote the use of such financial institutions.*

**RECOMMENDATION 3: Incorporate and promote, via the Center for Civic Engagement and Public Service, more activities that involve long-term partnerships and significant projects with measurable goals with community organizations.**

**Actions:**

- GW students, faculty and staff participate in many community service activities. While one-time projects of short duration serve a purpose and must continue, GW should incorporate long-term community service activities and partnerships in a more strategic fashion. This approach would:
  - Include a partnership with a key organization in the community;
  - Involve a long term effort (which could be months or years, depending on the project) in order to maximize the impact; and
  - Adopt measurable goals for the project, developed in consultation with the community partners that are monitored, recorded and reported.
- The university should consider focusing these strategic efforts in three areas: education, health, and sustainability. Many projects around the District of

Columbia might qualify for these programs, but special attention should be paid to efforts in underserved parts of the city. Officials in Development should be involved in order to assist in soliciting funding from philanthropic organizations for these strategic initiatives.

There are a few projects already under way that can serve as models for this project. Examples exist particularly in the School of Public Health and the School of Medicine, as well as in the Graduate School of Education. Resources should be made available for new initiatives and they should be promoted so that GW is clearly identified with these strategic initiatives, and the projects should be reviewed internally to help guide future efforts.

***Responsible Parties:***

*The Executive Director for the Center for Civic Engagement and Public Service, in partnership with the Senior Associate Vice President and Dean of Students and Vice President for External Relations, should take the lead in this effort.*

***Suggested Metrics:***

- *Number of qualifying projects in Wards 5, 7 and 8, attainment of the goals established for the specific projects, and the number of reports in various media on the efforts of the university in these areas; and*
- *Annual commitment of \$300,000 to the Center for Civic Engagement and Public Service. (These funds should not be a reallocation from other Student and Academic Support Services programs.)*

These specific initiatives, properly resourced and promoted by the university, could reap significant dividends for both GW's efforts to promote specific diversity and inclusion goals and for generally enhancing GW's public perception as a welcoming place on campus and in the D.C. metropolitan community.

## **Diversity: Symbolic and Concrete Realities**

Implementation of these recommendations would send a message to the GW community, and to those students, faculty, and staff who might be considering joining our community in the future. Perhaps more important than that symbolic message would be the concrete changes in the ways people live, learn, teach, research, work, and play at GW. The academic excellence of the university would be enhanced. GW would be an intellectually more engaging community. It would become the school of choice for more students, the employer of choice for more faculty and staff, a more inclusive life-long community of learning for alumni, and a more effective partner in addressing the challenges of the Washington, D.C. metropolitan area.

Implementation of each of these recommendations would constitute just a start, though a rather significant one. These discussions need to be ongoing. The Council should continue. Diversity should be reflected in virtually all aspects of the operation of the university. The creation of the position of vice provost for diversity and inclusion is one important step toward the institutionalization of diversity considerations in all aspects of life at GW. The existence of this office, however, does not eliminate responsibilities of other gatekeepers. No doubt new issues will arise. Old schisms will likely persist despite our best efforts. Ongoing vigilance is simply a price to be paid to continue the progress we have seen in recent years.

Now might be the opportune time to take dramatic actions. The positive energy that was displayed by so many at the Foggy Bottom and Virginia forums was striking. In random personal conversations, it has become evident that there is a feeling GW may be changing in positive and important ways. The creation of a diversity subcommittee of the Board of Trustees is another positive sign. There may be a window of opportunity that will allow GW to take significant steps right now to make the university a more diverse and inclusive community. Meaningful social change rarely occurs steadily over time. Usually there are significant leaps that result from crises, other threshold events or the "perfect storm" of concurring forces. This may be the time for GW to take dramatic steps forward in creating a truly diverse and inclusive community.

## **Appendix I: Council Members**

### **Members:**

- Charles Barber, Deputy General Counsel
- Elizabeth Chacko, Chair of the Department of Geography
- Leroy Charles, Assistant Vice President, Government Relations and Medical Center Operations
- Jin Chon, Executive Director, Strategic Communications
- Ronna Halbgewachs, Assistant Vice President, Planning and Health Affairs
- Claritza Jimenez, Alumna and Membership Chair, Latino Alumni Association
- Rodney Johnson, Executive Director, Parent Services
- Lydia Martinez, Executive Director, EEO/AA, Employee & Labor Relations
- James Miller, Chair, Department of American Studies
- Daniel Moshenberg, Director, Women's Studies Department
- Sally Nuamah, undergraduate student and Member, Global Women's Initiative Task Force
- Michael Tapscott, Director, Multi-Cultural Student Services Center
- Christy Willis, Director, Disability Support Services
- Annie Wooldridge, Assistant Vice President, Faculty Recruitment and Personnel Relations

### ***Chairs:***

- Gregory Squires, Professor of Sociology and of Public Policy and Public Administration
- Helen Cannaday Saulny, Associate Vice President and Dean of Freshmen

## **Appendix II: Working Group Members and Chairs**

### **Student Experience Working Group:**

#### ***Chairs:***

- Michael Tapscott, Director, Multi-Cultural Student Services Center
- Christy Willis, Director, Disability Support Services

#### ***Members:***

- Kwase Agyeman, undergraduate student
- Elliott Bell-Krasner, alumnus
- Ryan Boss, undergraduate student
- Rahsaan Burroughs, Associate Director, Undergraduate Admissions
- Sam Collins, undergraduate student
- Benjamin Cumbo, graduate student
- Anil Desai, undergraduate student
- Myra Espinoza, Coordinator, Student Activities Center
- Samantha Free, undergraduate student
- Eric Gutierrez, Coordinator, Multi-Cultural Student Services Center
- Grace Henry, Assistant Director, Student Activities Center
- Sarah Jackson, undergraduate student
- Jared Johnson, undergraduate student
- Andre Sylvester Julien, Assistant Director, Health and Wellness Center
- Michael Komo, undergraduate student
- Brynne Madway, graduate student
- Kathryn Napper, Associate Vice President and Executive Dean of Undergraduate Admissions
- Rob Maxim, undergraduate student
- Madiha Malik, undergraduate student

- Sibel Mufti, undergraduate student
- Corbb O'Connor, undergraduate student
- Tara Pereira, Assistant Dean of Students
- Matt Thompson, undergraduate student
- Ann Trinh, undergraduate student
- Krystal Warner, alumna
- Mary Waring, Coordinator, GW Veterans Services
- Abby Wilkerson, Professor of English
- Gary Wong, undergraduate student
- Tiffany Yim, undergraduate student

**Faculty Experience Working Group:**

***Chairs:***

- Elizabeth Chacko, Chair of the Department of Geography
- Annie Wooldridge, Assistant Vice President, Faculty Recruitment and Personnel Relations

***Members:***

- Kimberly Acquaviva, Assistant Professor of Nursing
- Dana Burgess, Associate Professor, Dance and Chair, Department of Theatre and Dance
- Christopher Diaz, Presidential Administrative Fellow, graduate student
- Jehan El-Bayoumi, Associate Professor of Medicine and Program Director, Internal Medicine Residency
- Roger Fairfax, Associate Professor of Law
- Mark Levine, Senior Associate Dean of Students
- Sharon Lincoln, Senior Advisor, Staff Learning and Development
- Natalie Milman, Associate Professor, Curriculum and Instruction and Education Technology, and Chair, University Committee on the Status of Women: Faculty and Librarians

- Bhagirath Narahari, Professor of Engineering and Applied Science and Associate Dean of Undergraduate Affairs and Programs
- Lynn R. Offermann, Professor of Industrial/Organizational Psychology and Management
- Monica Partsch, Director, Medical Center Faculty Affairs and Professional Development
- Julie Ryan, Associate Professor and Chair of Engineering Management and Systems Engineering
- Dante Verme, Associate Professor and Vice Chair of Epidemiology and Biostatistics

**Staff Experience Working Group:**

***Chairs:***

- Ronna Halbgewachs, Assistant Vice President, Planning and Health Affairs
- Lydia Martinez, Executive Director, EEO/AA, Employee & Labor Relations

***Members:***

- Muheiddin Ibrahim Aman, Associate Director, Parking Services
- Cheryl Beil, Assistant Vice President, Academic Planning, Institutional Research, and Assessment
- Courtney Bowe, Media Relations Specialist
- Rob Brady, Assistant Director, Equal Employment Opportunity
- Shakir Cannon-Moye, Presidential Administrative Fellow
- Colette Coleman, Senior Marking Coordinator, Mount Vernon Campus Life
- Darrell Darnell, Senior Associate Vice President, Safety and Security
- Sylvia Ezekilova, Assistant Director, Sponsored Programs
- Claudia Gray-Onque, Manager, Sponsored Programs
- Danielle Lico, Special Assistant to Senior Associate Vice President and Dean of Students
- Ray Ly, Manager, Tax Department
- Stephen McWilliams, Senior Budget Analyst

- Chris Megill, Associate Director, ISS Technology Services
- Iliana Ricelli, Executive Director Research and Medical Center Human Resources Administration.
- Mary Jo Warner, Senior Associate Athletics Director

**External Experience Working Group:**

***Chairs:***

- Charles Barber, Deputy General Counsel
- Leroy Charles, Assistant Vice President, Government Relations and Medical Center Operations

***Members:***

- Josh Bailey, undergraduate student
- Amy Butler, Executive Director, Foundation Relations and Development
- Jin Chon, Executive Director, Strategic Planning
- Dawnita Altieri, Executive Director, F Street House
- Bernard Demzcuk, Assistant Vice President, DC Relations
- Natasha Dupee, undergraduate student
- Sheila Harris, Director, GW Early College Program
- Karl Hobbs, Men's Basketball Coach
- Sharon Lambert, Professor of Psychology
- Dave Lawlor, Senior Associate Vice President, Finance
- Mioshi Moses, alumna
- Don Perno, Associate Director, Athletic and Recreation
- Michael Wenger, Adjunct Faculty, Sociology Department
- Debbie Wimbrow, Contract Specialist and Procurement

### Appendix III: Comments from Webpage

Affiliation	Suggestion
Alumni	<p>I'd like to see these values transcend into the syllabi of the AMTA Program.</p> <p>Our teachings and course work were USA-centric. When I did dare to do differently (I was an international student) I felt I was being penalized.</p> <p>You cannot sell a degree as "international" and then only teach and accept work based on USA projects.</p>
Faculty	<p>As a visual researcher, I would like to recommend a study on campus ecology focusing on the influence of campus environments on students. This form of research could assist with identifying the messages about diversity and inclusion based on aspects such as signage, artwork, architectural design (among other visual/design factors). This form of research has proven benefits in terms of building a community of learners, in addition to fostering inclusiveness. I became acquainted with this approach while completing my dissertation studies at Colorado State University. Dr. Banning is one of the major researchers in the field of campus ecology. As an aside, I was thrilled to hear that this council was formed.</p>
Student	<p>When a full-time director of the LGBT-center is hired he or she should be added to the membership of the Council.</p>
Alumni	<p>While I'm happy to hear that GW has a diverse faculty base, I am surprised at the low number of black faculty with tenure. It seems that a truly progressive university will seek to have a diverse base of faculty that is fully supported by the university and thus able to contribute to the expansion of Knowledge. GW can help improve upon that area.</p>
Faculty	<p>I believe that input should come from those who are not in groups of privilege. For instance, white folks cannot comment on what it's like for black folks or others of color. Only individuals and groups who are not in the majority can know what it's like and where non-inclusive practices are in place. Too often in our attempts to be inclusive, we don't know what we don't know.</p>
Student	<p>Provide more funding for student organization. Especially funding for event such as that are composed by two or more student organizations that are for different culture, population or religion.</p>
Staff	<p>Please announce special events such as art openings at Luther W. Brady Art Gallery which have diversity themes, thanks.</p>
Staff	<p>Looking forward to the suggestions and feedback of the university community.</p>
Alumni	<p>Thanks for the information. I receive updates and news that take place at GW; however, I am residing in the state of Alabama. If I</p>

Affiliation	Suggestion
	were still in the area, I would attend many of the events. Best wishes to all programming.
Student/Staff	<p>Dear Sir or Madam,</p> <p>I am an employee and a part time student at GW. Staff that are also students often find themselves in a somewhat alienated, inconvenient position at GW because of the way that GWorld IDs classify them as staff only. In this way, students that also happen to be staff have no way of showing by ID that they are students to the GW community and therefore have a difficult time obtaining tickets for student events, access to student only programs, gym entrance, etc... Additionally, external to GW, staff that are also students have no form of student ID to qualify for student discounts, special events or services catered to students. Regardless of what benefits GW wishes to bestow on part time GW students that are staff - hopefully the same that are afforded to part time students that do not work at GW, which is not currently the case - a GWorld ID that indicates student status should be provided. This could be a separate card or a hybrid card that lists both staff and student. Other universities in the area already do this. Until this matter is addressed, GW staff/students will continue to feel alienated and will forgo the full GW student experience. Thank you for your consideration of this matter.</p>
Faculty	<p>Thank you for the opportunity to provide observations on the question of diversity at GW.</p> <p>I am in class at the time of the meeting, but here are a few interrelated issues from a faculty member perspective: 1) as we celebrate and encourage diversity, we should remember that race and ethnicity remain a crucial component of diversity; 2) GW continues to have problems in this area, particularly as it relates to faculty. This is true in the hiring of full-time, tenure track faculty as well as in the retention and promotion of faculty of color; 3) for faculty of color already at the university, it is pretty much impossible to resolve any issues of discrimination at the departmental level. Yet some of the individual schools on campus are reluctant to grapple with any problems, preferring to always push the issues back into the department.</p> <p>It is my hope that a diversity administrator can begin to tackle, and then solve these issues.</p>
Staff/Alumni	<p>Thanks for the email! A little more lead time would have been helpful -- I could have used vacation leave to attend!</p> <p>Thanks and have a GREAT program.</p>
Alumni/ Former Staff	<p>I would have loved to be more involved with this event - but the fact that I was sent an email about it the day before it is scheduled</p>

Affiliation	Suggestion
	<p>to occur is extremely disappointing. Certainly there was more that could have been done to make more people aware of what could be a very meaningful conversation. I was involved in a round table discussion on this topic almost a year ago as a member of the Pan Asian Alumni Association and there was no follow up regarding the feedback given at that meeting. As an alumna, former staff member, member of the Pan Asian Alumni Association, current staff member at an Asian American higher education non-profit - I am discouraged by the outreach done for this event and for diversity and inclusion at GW in general.</p>
Faculty	<p>I am a faculty member in the School of Business. My suggestion relates to minority faculty recruitment. There are organizations to which those responsible for faculty recruitment at GW could reach out to in order to identify minority candidates.</p> <p>For example, as a doctoral student, I was a member of the Ph.D. Project (<a href="http://phdproject.org">phdproject.org</a>). This organization, sponsored by KPMG, has a mission to increase the number of minority faculty in business schools. It provides networking/support for minority PhD students and also has an annual conference each year, attended by most members. Members are minority PhD students in business from a very wide range of schools. Such an organization would be good to work with for identifying potential minority faculty candidates.</p> <p>There might be other similar organizations for other disciplines.</p>
Student	<p>It would be great to have more diversity at GW since as medical providers we will be expected to care for patients of any nationality.</p> <p>As a Hispanic PA student, my suggestion to increase diversity is to have more diversity within the GW Faculty that can share their experiences (especially when treating international or non Caucasian patients). It would inspired me as a student to learn medicine and think about medicine from a broader perspective. It would also help me to have role models to look up to since they we may have shared similar experiences in achieving a medical education.</p> <p>Right now I look up to and receive mentorship/educational guidance from medical providers that work in Hispanic clinics in DC. I found these providers through volunteer experiences or public health courses that involved clinical work.</p>
Faculty	<p>In 2007, I led a committee in the Trachtenberg School to explore how we might better support diversity in our School. Following are some of the suggestions we made at that time:</p>

Affiliation	Suggestion
	<ul style="list-style-type: none"> <li>• Invite others on campus (e.g., Law School, CCAS) to talk with us about past experience and to learn from successes</li> <li>• Collect information about the diversity in our application pool and the yields in admission.</li> <li>• Develop a database of alumni that could 1) call prospective students, 2) respond to prospective student inquiries, and/or 3) participate in a mentoring program</li> <li>• Develop a web page with links to resources, including scholarships offered elsewhere. The University of Maryland is a model we might choose to follow:  <a href="http://www.publicpolicy.umd.edu/prospective/programs/resources.html">http://www.publicpolicy.umd.edu/prospective/programs/resources.html</a></li> </ul> <p>We also investigated scholarships listed by <a href="http://www.affirmativeaction.org">Affirmativeaction.org</a> but did not find these to be very relevant to our students (<a href="http://www.affirmativeaction.org/resources-scholarships.jsp">http://www.affirmativeaction.org/resources-scholarships.jsp</a>)</p> <ul style="list-style-type: none"> <li>• Assign a GA to research scholarship opportunities and develop content for designated webpage</li> <li>• Explore partnerships with other organizations for public relations and recruitment. Offer SPPPA faculty to talk at events about public service, etc.</li> <li>• As part of the above, pursue partnerships with Historically Black Colleges and Universities (HBCUs) to establish one semester programs for qualified senior undergraduates who might then be recruited into the MPA or MPP programs.</li> <li>• Designate a minority scholarship fund and raise money for it</li> <li>• The committee also noted a need to prioritize diversity in faculty recruitment and hiring</li> </ul>
Student	<p>As an African-American student here at GW, I don't feel as though there are enough minorities on campus. In each of my five classes this semester (SP11), I am either the only one or one of very few African-Americans in the classroom or lecture hall. I occasionally find it hard to learn in an environment that does not respect or understand my morals, values, and cultural background. This is not to say that I think GW should become an all-black university, but it would be nice to see the minority percentage of students on campus increase.</p>
Student/ Faculty	<p>Hello;</p> <p>I attended the Diversity Forum yesterday and was inspired. This is a great effort of the university to promote diversity and inclusion.</p>

Affiliation	Suggestion
	<p>I am currently a doctoral student in Higher Ed, an alumna - MPH, and currently faculty in the Department of Exercise Science.</p> <p>First, it was suggested that the campus tours include the African American history of this Foggy Bottom area, which would be wonderful. With that, the Department of Exercise Science is located in the small white building (K) 817 23rd ST. The building was one of the first African American churches in DC, and some of the older locals still call it the Tabernacle. Sadly, though our building is slated to be demolished to make room for the new Engineering Center. I am in favor of the center overall, but not in favor of destroying a historical landmark. Is there some way to at least have this site recognized before it's replaced?</p> <p>Second, I would strongly recommend the removal of all desks from classroom, and replace them with tables and chairs. Desks represent a huge barrier for students of size. Have you sat in a desk lately? Looking at most of the council members yesterday, I doubt many of you could sit comfortably in a desk. I'm not just advocating for the larger obese students, but also the athletes. Have you seen a near 7-ft basketball player try to fold himself up enough to fit in a desk? It's kind of funny, but really sad. In talking to students, they've expressed some horrifying experiences; dropping a class because they know they can't fit in the desk, sitting on the floor instead (why a professor would allow that to continue I don't know), getting to a classroom early to sit and leave last to not be observed, students transferring to another college. The desk represents a huge barrier to any student that cannot "fit" in the desk, it also means that they don't "fit in" college. The larger students are less likely to fully engage in learning, and the athlete may assume that he/she is here only as an athlete and should not be taken seriously as a student.</p> <p>There is a growing body of research showing that larger (obese) students are far less likely to go to college, because of the intentional, and unintentional discrimination they will experience.</p> <p>My last recommendation is to include weight and size diversity in the broad definition of diversity here at GWU. The college campus should be a weight safe environment. Students are already obsessively concerned with their weight and appearance, we as college faculty and administrator should not be exacerbating their problems, but allow all students to fully develop in a safe environment. We need to walk-the-walk, and talk-the-talk. Lets Do It!</p>

Affiliation	Suggestion
Staff	<p>I have a general comment that I hope may lead to discussions about how workplace conflicts are handled at GW. It is my understanding that Human Resources advises managers not to become involved in "personal conflicts" unless they affect work performance and/or productivity.</p> <p>I feel this is problematic because the definition of "personal" is very broad and can be used to justify not addressing a serious issue. After all, we all develop some type of relationship with our coworkers, but it is still not appropriate for anyone to insult, attack, or malign you at work. And, of course, whether or not work performance is affected is based on the perception of a manager and not the individual(s) involved.</p> <p>I've noticed at least one instance this formal or informal policy resulted in a very racially charged comment being all but ignored. I do not bring this up to be argumentative, but I feel this type of passivity towards hostile language and behavior is extremely detrimental to a diverse and inclusive work environment. The details of this event made their way around to staff who now feel that "anything goes" when it comes to these situations and that if someone is unprofessional (despite obvious expectations of what that means), there is little recourse.</p> <p>I cannot say how the attacked individual felt, but I would imagine it affected their sense of self and has created an unwelcoming work environment where it appears management does not take action against racially insensitive and/or racist behavior.</p> <p>As a third party, I feel uncomfortable with the boundaries that were crossed and frustrated with unaddressed behavior that is so clearly disrespectful and contradictory to GW's values and purported goals.</p> <p>I do not intend to fight someone else's battle, but I do feel the Council may be able to have a positive effect on how this sort of situation might be handled in the future.</p> <p>Thank you.</p>
Faculty	<p>One feature of GWU policies that I would encourage you to reconsider is the form of tuition assistance for faculty and staff whose children are ready for college. Currently, there are two parts - the tuition remission for children who chose to go to GWU, and the tuition exchange program for those who do not.</p> <p>With one child ready to go, and one a few years behind - this is a big deal for me. The tuition remission is great if your kids are</p>

Affiliation	Suggestion
	<p>reasonable candidates for GWU. Unfortunately, if GWU is not a good fit for one's children, the funds are not usable. The exchange program is a nice idea, but the schools that participate are, in general, small liberal arts schools that appear to offer little beyond GWU.</p> <p>Frankly, I'm proud my daughter has earned a chance to go to MIT, but I could really use help with those tuition payments. Could the funds used for this program be converted to something more flexible? For example, could this be complemented with a cash grant to help with other college tuition payments? Alternately, could more competitive schools be added to the exchange program? Either change could help quite a few of my colleagues.</p> <p>Of course, I don't know for sure if this will help with recruitment or retention of any particular group of faculty. It would not surprise me that it might particularly help faculty with more limited means and fewer outside resources beyond the GWU salary. On that basis, I suspect this would help with supporting diversity. This question could probably be more fully addressed with a short survey of the faculty.</p> <p>Sincerely,</p>
Staff	<p>I attended the session held today here in Ashburn but do have an additional comment based on feedback from one of the other attendees. There was an individual who works in the library that I happen to say hello to on a regular basis, who made a remark that has been bugging me a little. He stated that he came across a few students here in VA who were having a problem with a professor's accent. The meeting participant seemed to believe that this professor and I believe he may have mentioned some of the students should work on their accent as this is a barrier to communication. While I do believe that if you have been placed in a teaching position, you should be able to clearly articulate the subject material to your students, I think we have to be very, very careful with what this individual's suggestion could imply.</p> <p>I may have misunderstood his remark but I think in this instance we need to look at the root of the issue. Was this professor properly screened for a teaching position in the first place? As a Jamaican born American who lived in New York for a number of years, I absolutely love being exposed to the different accents and ethnic cultures! This is actually a passion of mine and is reflected in the diverse friends that I have. I do not see diversity as just a black and white issue. Speaking English with a certain accent is not a resolution to some of the issues that we currently face. I am going</p>

Affiliation	Suggestion
	<p>to guess that a few of the individuals in that room may have been offended by that statement but I am actually glad that it was said. The dialogue about our differences needs to start somewhere so that we can capitalize on this absolutely rich opportunity that is in front of us.</p> <p>I honestly thought this was a great session but hope that we have some tangible results in the long run. I also try to be introspective about this and determine what am I doing to hurt or help this situation...we all have to play an active role in making GW a better place.</p>
Faculty	<p>My suggestion is to provide follow-up to the individual suggestions that are proposed. I am unable to attend the Feb 17 session on faculty of color due to travel. However, I have contributed to past discussions on improving both the number of faculty of color and their chances for advancement. Even after checking various sources, I do not see what the follow-up has been for these various suggestions.</p>
Student	<p>Please post the vacant LGBT Resource Center Coordinator Position so it can be filled. Doing anything less goes against the high standard set by the university and simply lets discrimination persist. Please take action now.</p>
Student/Staff	<p>I am appalled that the university has not placed this vacant position. As a African-American lesbian who attended and graduated from this school I know the prejudice I have endured. Having a liaison/coordinator on campus will assist will the overwhelming students/staff that hide in the closet. By neglecting to put up this post displays GW university as a "closeted university blanketed by no comment.</p>
Student	<p>The inability of the university to search for a new coordinator for the LGBT Resource Center is astonishing. This is a core service fundamental to the LGBT community at GW, providing a permanent advocate and clinical resource. Whilst the university continues to promote diversity though the "Diversity &amp; Inclusion" project, our students are being denied basic access to an essential service. Especially given the recent suicides of you LGBT students in high schools and universities across the country, it is evident that discrimination continues to be prevalent and to have deathly effects. I ask that the Administration please take swift action immediately to resolve this pressing situation. Thank you in advance for your time and consideration.</p>
Student	<p>Please post a job announcement for the LGBT resource center coordinator vacancy. This is important to many students!</p>
Student	<p>"The previous Resource Center Coordinator left in November 2010. The position has been vacant for two months. However, GW has still not posted the vacant position. Without posting the position,</p>

Affiliation	Suggestion
	we will be unable to fill the vacancy. Last year, GW let this position be open for five months. Without having a full-time LGBT Resource Center Coordinator, we will fail to make the progress that we have seen the past couple of years ... not posting and filling this vacancy is unacceptable to the LGBT community and should be rectified immediately."
Student	The previous Resource Center Coordinator for LGBT Group left in November 2010. The position has been vacant for two months. However, GW has still not posted the vacant position. Without posting the position, we will be unable to fill the vacancy. Last year, GW let this position be open for five months. Without having a full-time LGBT Resource Center Coordinator, we will fail to make the progress that we have seen the past couple of years. GW not posting and filling this vacancy is unacceptable to the LGBT community!
Student	It has come to my attention that the LGBT Resource Center Coordinator position has been vacant for a couple of months now. I suggest that action be taken to ensure the center's progress in helping the LGBT community. Thank you very much for your time.
Student	The position of LGBT Resource Center coordinator remains vacant and there is still not job posting for it. Without having a full-time LGBT Resource Center Coordinator, we will fail to make the progress that we have seen the past couple of years in fostering a positive academic & social environment for GW's large & diverse LGBT community. Please post this vacant position now so this job can be filled. Thank you.
Student	The LGBT Resource Center has been without a full-time coordinator since November 2010. We need to fill this position with a well-qualified person who has experience working with the LGBT community. The position needs to be posted in order for the vacancy to be filled. This would be similar to Michael Tapscott, the Director of the MSSC, leaving and not filling that vacant position. It needs to be filled for the LGBT community. Thank you.
Student/ Alumni/ Cmty Mmbr	PLEASE FILL THE LGBT RESOURCE CENTER POSITION. This position is as important as any other position in a center that acts as a resource to any other minority on campus.
Student	Post the job vacancy for LGBT resource center please
Student	Even as someone who is not a member of the LGBT community, I am proud to be a GW student because of how accepting our student body is. However, by not posting a job vacancy for the LGBT Resource Center Coordinator, the administration is failing a large portion of our student body by not making this community a priority. This is a community of students who are active in all aspects of campus life, students who are making headlines for their contributions to our campus community and yet they are not being

Affiliation	Suggestion
	<p>given resources that they deserve. GW strives to be one of the top universities in the country, but to do that, the administration must prove that it makes student needs a priority. The LGBT Resource Center, just like the Multicultural Student Service Center, plays an important role in the daily lives of so many of our students and the fact that it does not have someone to lead the efforts is quite detrimental. I was thrilled to hear that GW was joining the ranks of some of the top universities in the country when they agreed to open an LGBT Resource Center. Unfortunately, at this point, it seems as if it was a publicity stunt or simply a line to add to our resume rather than an effort to serve students. By hiring a coordinator, we have the chance to change that. I hope you take this concern into consideration. Thank you.</p>
Student	<p>GW should fill the open position at the LGBT Resource Center as quickly as possible. GW has made great strides in recent years to improve the climate on campus for its LGBT students. Failure to fill this position jeopardizes the forward momentum the school has built.</p>
Student	<p>The fact is, the blatant neglect by the university to post the vacancy of the LGBT Coordinator's position is unacceptable. The university MUST, if it's intentions and goals truly consist of diversity and inclusion, post the vacancy and be willing to hire a coordinator for the LGBT Resource Center.</p> <p>As a gay student of GWU, I have never been so offended and felt so excluded from the George Washington University's community, because of a simple and flagrant act, rendering the LGBT community unable to achieve progress.</p> <p>I sincerely hope that the university recognizes the necessity and urgency with which a coordinator needs to be found, especially being that a large populace of GW students are a part of the LGBT community themselves. Without a coordinator, action is hindered, and GWU's complicity in failing to help the LGBT community is alarming.</p> <p>Thank you for your time.</p>
Student/Staff	<p>It would be wonderful if GW could prioritize posting the vacant LGBT Resource Center Coordinator position so that there could be some hope of moving forward in providing that office and LGBT students with a much needed dedicated staff person. Letting the position languish by not posting the position sends the wrong message. Thank you.</p>
Student	<p>Please post and fill the vacancy that is open in the LGBT Resource Center. This is unacceptable to the LGBT community.</p>

Affiliation	Suggestion
Student	The resource center coordinator for the LGBT resource center needs to be replaced.
Student	Please post the vacant position for the LGBTQ Resource Center Coordinator.
Student	It is unacceptable that the LGBT Resource Center Coordinator has not yet been replaced. The vacancy of her position must be announced so that she her role can be filled. This is imperative!
Student	I would like to see the open position for GW LGBT Resource Center Coordinator posted to the public.
Student	Please post the LGBT Resource Center Position so that the center can continue to make progress and work for the under-served community.
Student	With the November 2010 departure of Mario Peraza, the former LGBT Resource Center Coordinator, GW should have immediately posted the vacant position. Its failure to do so is widely seen as a testament to the administration's lack of attention towards the needs of the LGBT Resource Center. Please post this position as soon as possible so that the Resource Center can continue to run and flourish under a leadership it deserves.
Student	<p>I implore the university to take the next step in filling the now vacant LGBT Resource Center Coordinator position by actively listing this position as up for hire. Such staff provides a safe place for LGBT students within the university community. Additionally, the presence of a Resource Center Coordinator illustrates to prospective students and their families that GWU values diversity and supports its LGBT students.</p> <p>Furthermore, in a time when suicides among LGBT teens have come to the forefront of the nation's attention, the incredible importance of dedicated individuals like the LGBT Resource Center Coordinator cannot be understated. The outreach provided by such staff could literally be the difference between life and death for some of GWU's LGBT student body.</p> <p>I urge the university to take the required steps to expedite filling this important position. Two months without a coordinator is two months too long. Thank you for your time.</p>
Student	<p>Hello,</p> <p>Can you please attempt to staff the LGBT resource center with a coordinator. Especially with gender neutral housing being implemented, this community would really benefit from the continued support of a staff member to plan and develop positive activities.</p>
Student	I am both surprised and appalled that GW has not even posted the position for a new LGBT Resource Center coordinator. As an LGBT-

Affiliation	Suggestion
	<p>identified Graduate student at GW, I chose the school partially because of its positive reputation among the LGBT community. However, the fact that the university has not even posted the job makes me question the validity of that reputation. Furthermore, the fact that the previous coordinator left in the middle of the semester and had only been at the university for less than a year, further makes me question both the hiring process and the support provided to the person in that position.</p> <p>As many LGBT students, I came out during my undergraduate years at a university in New England and had an extremely positive experience -- largely due to the support I received from the LGBT center there. When we had a coordinator turn over, the students were very much part of the hiring process, since they, primarily, would be the ones to work with the coordinator. This created investment in all parties in the promotion of the LGBT community.</p> <p>I would like to strongly urge for GW to evaluate their hiring and support system for the LGBT coordinator but first and foremost, put up a job posting for the position. I can only imagine what it could be like for undergraduate students struggling with coming out without the support of an LGBT center, like they had originally expected.</p>
Student	<p>GW students, particularly those in the LGBT community, would like to request that the university move swiftly to fill the coordinator position for the LGBT Resource Center. This position is repeatedly vacant, and to have it vacant for this length of time is unacceptable. This is an important position for the community and we need someone to represent our needs and wants.</p> <p>Thank you.</p>
Student	<p>I think that the position for the LGBT Resource Center Coordinator should be posted for the GW community. This position is a crucial one for this university and should not be ignored. The LGBT and allies presence within the GW community is unprecedented and the university is doing students a disservice by not filling the position with a qualified candidate.</p>
Student	<p>It is time to hire a new LGBT Resource Center Coordinator, the fact that this position has been left open for so long is unacceptable and completely unfair to a community that is so present in the GWU community as a whole.</p>
Alumni	<p>I'm very disappointed to hear that the Student Activities Center is not actively pursuing candidates to fill the invaluable position of LGBT Resource Center Coordinator. This person is the only dedicated staff member to support and advocate for LGBT students on campus. Without their support and guidance available to</p>

<b>Affiliation</b>	<b>Suggestion</b>
	<p>students, GW is sending the wrong message to its community - that LGBT and ally students, alumni, staff and faculty with concerns, questions and unique needs have no voice on at GW.</p> <p>I hope that the position is posted on job recruitment websites and a thorough search is done to find an experienced and skilled candidate who is able to lead the LGBT Resource Center through the first few years of its establishment.</p>
Student	Please post the position of the LGBT Resource Center Coordinator so the vacancy can be filled. Leaving this position vacant is unacceptable and a disservice to the GW community.
Student	<p>I believe that hiring a LGBT Resource Center Director in a prompt manner, will demonstrate to LGBT students at the university (as well as potential students) that the LGBT community is an important and respected part of this campus. GW has made admirable advances in the way of LGBT equality, and it would be counterproductive to abandon those hard fought victories now. There are many groups on this campus that are fortunate enough to have the resources that the LGBT community is asking for. It is the obligation of this university's administration to provide the LGBT community with the same opportunities as they would any other group.</p>
Student/ Alumni	As a graduate student, I'm concerned by GW's lack of action in replacing the LGBT Resource Center Coordinator. What message is this sending to the GW community about the university's commitment to these communities and equality.
Alumni	The LGBT Resource Center is a valuable source for GW students. Please post the vacancy for the position of full-time LGBT Resource Center Coordinator so that LGBT students at GW can continue to benefit as I did when I was a student at GW. Thank you.

## **Appendix IV: Additional Working Group Recommendations**

### **Student and Alumni Experience**

- Establish an Office of the Ombudsperson with direct report to the Vice Provost for Diversity and Inclusion. The Office of the Ombudsman would focus on staff interactions with students, and intra-staff problem solving.
  - Appoint staff who are knowledgeable of diversity practices, compliance mandates, and the internal workings of the university and its operational protocols across departments
  - Establish a university wide staff standard for cultural competence, diversity assessment, program development, and enforcement
  - Develop a full scale university-wide climate survey for distribution, assessment, and specific responsive action
  - Improve pre-existing internal and external surveys by adding targeted and strategic diversity questions to poll our population on an ongoing basis including but not limited to the following: graduation, campus housing, student work, and NESSI surveys
  - Integrate immediate and ongoing diversity training inclusive of cross-cultural communication and enhanced cultural competency into the fabric of the university
- Expand promotion and operations of existing online bias incident reporting system beginning with students, then expanding to staff and faculty
- Deliver a critical diversity message during orientation to insure that every student is exposed to the university's established values and diversity ideology
- Develop a full scale university wide climate survey for semi-annual distribution, assessment, and specific responsive action
- Review and assess all university diversity policy that impacts the student and alumni experience
- Establish effective policies and programming that actively create a campus culture sensitive to and inclusive of our diverse student population, one that recognizes the value of individual differences
- Develop a reward system for community members, student, faculty, and staff who actively support diversity initiatives
- Build upon the success of multicultural month programs, MLK Convocation and Day of Service, and Freshman Day of Service, and develop a major university-

wide annual event, inclusive of students, faculty, and staff that celebrates diversity and establishes GW as a place where diversity and inclusion matters

- Identify and conduct a program initiative that provides a structured opportunity for every student to have initial and ongoing facilitated conversations about race and difference (place in Multi Cultural, Diversity and Inclusion with focus on majority/white student diversity competency and development)
- Review current university policies that impact the student experience including recognition of religious holidays, faculty and staff knowledge of compliance mandates and cultural norms, and enrollment management practices that recruit and retain underrepresented students with the goal of creating a lifelong connection to the institution
- Develop a diversity strategic plan for student life. Work in concert with the development of faculty, and staff based plans
- Address current university policies that impact the student experience including faculty and staff knowledge of compliance mandates and cultural norms, and cross-cultural communication
- Support a review of enrollment management practices that recruit and retain underrepresented students with the goal of creating a lifelong connection to the institution
- Conduct ADA facilities audit and take corrective measures
- Identify major internal and external sources of additional funding for diversity programming
- Develop a diversity award program in partnership with staff and faculty initiatives that recognizes the accomplishments of students, departments, offices, and faculty for innovative and effective practices in diversity and cultural competence
- Expand President's Council on Diversity and Inclusion (PCDI) to be more inclusive of a broader range of student and alumni communities
- Build into the expanded PDCI a series of faculty and staff associations which can focus more narrowly on individual identities and communities
- Add diversity questions to current university survey tools including: the graduation survey; the student athlete survey; NESSI; Student Employment survey; Housing survey, Student survey at CI
- Survey multicultural and diverse students periodically regarding accumulated hassles
- Unify university correspondence to all students and alumni with a diversity message

- Diversity at GW – diversity publication
- Diversity Page on university website
- Centralized Diversity Program Calendar
- Orientation revision, including initial diversity message at CI, support of skit development, separate orientation programming for affinity and broader diversity groups
- Integrate sustained dialogue on race program through either CI, GPS, or Campus Housing to touch every new GW students
- Celebrate Diversity Week with programs, student performances, diversity training, diversity exercises, keynote speaker, etc.
- Develop stand alone Minority Student Retention Committee
- Give extra consideration to applicants from diverse high schools in order to enhance the cultural and intellectual capabilities of incoming students and to provide an incentive for local communities and schools to pursue greater diversity
- Develop and utilize a standardized diversity evaluation tool for university programming that supports the goals of the university and provides feedback on the language, imagery, theme, and inclusion rates of university events
- Develop and conduct a survey for multicultural and diverse alumni to determine how they perceive GW after graduation
- Review and evaluate current outreach efforts to increase multicultural and diverse alumni presence in alumni and development activities
- Cultivate and nurture multicultural and diverse alumni communities to engage in alumni and other related development activities
- Develop a plan to increase the diversity of the governing board of the GW Alumni Association (GWAA) and membership in the Luther Rice Society

## Faculty Experience

- Include excellence in managing diversity as a set of criteria for goals and evaluations (i.e., faculty annual reports, including assessment of academic administrators – deans, department chairs, etc.)
  - Require academic leaders to develop diversity goal agreements outlining specific, meaningful and achievable, short and long-term strategies they will employ to advance diversity and inclusion
  - Hold leaders accountable for follow through and concrete actions
  - Provide leaders with 360-degree feedback: feedback from faculty, administrators, staff, etc on their management of diversity and creating an inclusive, supportive climate for all. The Provost/Dean meets with every Dean/Chair to review the evaluation
- Develop institutional messaging that clearly demonstrates to internal and external audiences the value of faculty diversity at GW and positions the university to be viewed as valuing and nurturing diversity at all levels – use a messaging plan for university, Schools, etc.
  - Create an advisory committee to recommend an institutional messaging strategy that promotes GW as inclusive, accepting and valuing diversity
  - Leverage all forms of university communications to create a “diversity brand” that promotes positive recognition of GW as inclusive, accepting and valuing diversity from current and prospective employees and other stakeholders
  - Encourage leaders to demonstrate active and visible commitment to diversity and inclusion by consistently speaking out about the value of diversity and the ways in which diversity strengthens our educational mission and excellence
- Celebrate and reward faculty diversity milestones at School and university levels
  - Develop and implement a system of recognition and rewards for creative ideas and innovative strategies for enhancing diversity and inclusion
  - Reward schools, departments and individuals who actively engage in diversity initiatives and service internally and externally
  - Highlight faculty’s efforts regarding diverse initiatives on GW website, publications, social media, etc.
  - Create an annual award for the faculty member who contributed the most to advancing diversity at GW

- Build Community
  - Coordinate the development and support of multiple, voluntary, faculty-driven affinity groups to provide forums for faculty to gather socially and share ideas outside of their particular department/school. In addition to racial, ethnic-background and gender-based affinity groups, explore the interest in affinity groups that bring together individuals based on country of origin, religion, physical disabilities, military service, age, and sexual orientation
  - Create opportunities for the Provost to meet more frequently with faculty groups to share and discuss information about the status of faculty, in general, and the status of women faculty and faculty of color specifically. For instance, use the biennial report to the Faculty Senate on the Status of Women Faculty and Faculty of to frame a continuing discussion of faculty diversity and inclusion
- Demonstrate a sustained commitment to the principles of diversity by expanding the focus on diversity in the curriculum
  - Research suggests that serious engagement with issues of diversity in the curriculum and in the classroom has a positive impact on attitudes toward racial issues, on opportunities to interact in deeper ways with those who are different, on cognitive development, and on overall satisfaction and involvement with the institution. To demonstrate commitment to the principles of diversity, GW should:
    - Encourage schools, departments and discussions and materials that shed light on issues of diversity and multicultural traditions and thinking
    - Appoint an advisory committee of faculty and academic administrators to explore and make recommendations about the feasibility of a “diversity in the disciplines” curriculum at GW
    - Aggregate diversity statistics for the faculty generally mask areas (e.g., colleges, departments) where representatives of non-traditional groups are virtually absent. The vice provost for diversity and inclusion should drill down to identify those areas where particularly serious issues exist and work with Human Resources and the leadership of the university to help diversity these more challenging areas

### **Staff Experience**

- Data not reported here indicate that at the aggregate level, at least some underrepresented groups may in fact be reasonably represented among staff at GW. However, there are pockets within the staff where such groups are not included. The vice provost for diversity and inclusion should drill down to

identify those areas where particularly serious issues exist and work with Human Resources and the leadership of the university to help diversify these more challenging areas

- Senior leadership positions at George Washington University have long been held predominately by white males. The vice provost for diversity and inclusion, along with Human Resources and the current leadership of the university, should review recruitment, hiring, and retention practices for these positions and develop affirmative steps to bring greater diversity to the leadership at GW
- Expand inclusion to encompass helping employees at locations other than the Foggy Bottom campus (e.g., Virginia Science and Technology, Rockville, Mount Vernon, Alexandria, Arlington, Southern Maryland, etc.) feel included and more a part of GW
- As the university is officially seeking to enhance diversity and inclusion, it is an appropriate time for the Board of Trustees Committee on Diversity to review the Marvin Center naming decision given the context of society today and the symbolism of this name on a prominent campus building. Also, educate the university community as well as the broader community about who Cloyd Heck Marvin was, his legacy to the university, and why or why not the building continues to bear his name
- Expand the employee gender categories in Banner to be more inclusive, as was done in the GW University faculty survey
- Survey all current employees to gain accurate racial statistical data in light of the new Federal categorizations and since some employees have been here for decades and categories have changed significantly since many employees self-identified their racial designation(s)
- Build a senior/administrative leadership team that reflects the diversity of our society and campus, and develop career progression plans and opportunities for promotion from within the organization
- Institute and communicate protocols for gender transitions that clearly delineate responsibilities and expectations of transitioning employees, their supervisors, colleagues, and other staff; and expand and formalize sensitivity training around gender transitioning
- Explore development of a center for advocacy and education to provide 24-hour crisis intervention, advocacy, and information, and referral services to ALL (staff, faculty, and students) university community members specifically for issues relating to sexual and relationship violence — including volunteer opportunities, peer education programs, legal advocacy, training workshops, and student internships
- Educate staff about the existing resources available and better publicize the current Faculty and Employee Assistance Program (FEAP)

- Support heightened awareness of the importance of confidentiality in Employee Relations and EEO/AA matters, train Human Resources staff to maintain confidentiality, develop processes/protocols for how information is managed, and disseminate this information to employees — this is essential if employees are to confidence in Employee Relations and EEO/AA and become less hesitant and resistant to utilizing these resources
- Develop an interactive sexual harassment educational program, to provide an opportunity for individuals to explore related issues in private and to consider how respectful interactions can prevent the harm from all forms of discrimination — for example, see the program at University of Minnesota
- Continue to improve the new employee orientation process around the areas of diversity and inclusion
- Establish a diversity reading group (e.g., book club) and have it open to staff, faculty, and students
- Create opportunities for employees to develop and build their networks of contacts and engage in activities to build a stronger GW employee community by formally establishing affinity network groups. For example, establish a network for employees with disabilities and parents of children with special needs to provide linkage opportunities, acknowledge the unique challenges, raise awareness, and serve as a resource. Other possible groups ideas include young professionals, working mothers, LGBT, employees from the Caribbean, volleyball aficionados, etc.
- Offer private nursing/lactation/medical accommodation space in each building where employees work and better promote the availability of such space, especially since most employees do not have private offices and restroom stalls are awkward and not-so-private spaces
- Modify the annual leave “use-it or lose-it” policy to allow some carryover to better match the expanding diversity of the GW workforce (e.g. travel to home country, religious retreats, parents coping with school closings, mission trips, etc.)
- More actively participate in the DC Metro Business Leadership Network (DC BLN) which promotes best practices in hiring, retaining, and marketing to people with disabilities
- Proactively recruit LGBT applicants by posting positions on LGBT Career Link, GLT Jobs, and TJobBank — websites that support employment of LGBT persons
- Conduct external informational interview group sessions throughout the year as a way to open the door to a more diverse pool of applicants. For example, targeted job fairs via civic groups, churches, community centers, etc.

- Form a taskforce to explore and develop recommendations for a program to bring in and retain individuals with developmental disabilities as part of the GW workforce
- Connect with vocational rehabilitation agencies in the area and work with them on how GW can participate and distribute position announcements to them
- Develop a less mechanical recruitment process, to include more information about job qualification and counseling about what might be a good fit for someone base on their resume or skill set
- Look at accessibility for applicants who may have difficulty applying through the current process. Train front line staff to be aware applicants may have difficulty, how then can identify someone who may need assistance, and how to assist that person
- Participate in the Out for Work Career Fair, an annual DC conference for undergraduate LGBT college students
- Explore the Work Opportunities Tax Credit (WOTC) for Employers which provides a tax credit for those who hire certain targeted low-income groups
- Host disability mentoring days as a way to help open the door to this pool of applicants
- Expand and promote the opportunities for staff to add value to students' experiences. For example, staff can be mentors in professional areas, serve as freshmen guides, live in residence halls, etc.
- Participate in local and regional job fairs for people with disabilities
- Expand the target audience promotion of on-campus cultural events to include employees
- Sponsor events to enhance the employment work experience and work life balance such as an ArtWorks festival to feature artistic works of the diverse staff across the university enterprise
- Address perceptions of inequities around pay, performance, and advancement; and have a more transparent equity review process
- Participate in national awareness/celebration days/weeks/months. For example, participate in National Disability Employment Awareness Month (which was October last year) and consider partnering with the Library of Congress whose 2010 theme was "Talent Has No Boundaries: Workforce Diversity INCLUDES Workers with Disabilities"
- Participate in DC Pride 2011 (June) by hosting a booth as do many other employers, educational institutions, and community organizations

- Offer a sliding-scale employee membership fee for the Health & Wellness Center (similar to the health care insurance arrangement)
- Offer a health stipend/gym fee reimbursement for employees as an incentive to exercise and to help employees who might not be able to afford gym fees
- Establish relationships with two external lenders to offer mortgages and refinancing options under favorable terms to university employees, faculty, and graduate students—for example, see the program at Princeton University
- Establish a University Standard Mortgage Program to offer favorable rates and terms to eligible faculty and staff (certain ranks and grades) to purchase a home within 10 miles of Foggy Bottom, Mt. Vernon, or Ashburn campuses—for example, see the program at Princeton University

### **External Relations**

- Target community service projects in the underserved sections of Wards 7 and 8
- Create structured programs of support for DCPS middle schools, recognizing the importance of the pre-high school learning experience
- Support graduate students assigned to work with non-traditional schools in the District
- Take steps to ensure that the on campus environment is welcoming to those who are deaf or have a hearing disability

## **Appendix V: Faculty Survey Results**

### Deans School Wide Survey

#### Mentoring

- 6 of the 10 schools report specific strategies and objectives associated with faculty diversity
- 4 of the 10 schools have formal school wide mentoring programs for faculty
- 3 of the 10 schools report encouraging departments to establish policies and procedures to mentor new faculty
- None of the 10 schools offer formal training of mentors

#### Recruitment

- 3 of the 10 schools require, support, and encourage departments to conduct networking activities to recruit women and minority faculty

#### Community Building

- 8 of the 10 schools engage in activities to help build community but only 4 of those 8 schools report regular informal social events
- 7 of the 10 schools use faculty development workshops, colloquia, or research groups to build community but only on an as needed basis

### Department Chair Survey

#### Mentoring

- 29 of the 45 departments that responded stated that they do have a formal faculty mentoring program
  - Mentoring is provided to new tenure track and new non-tenure or contract faculty
  - Mentoring provided mostly in the first year or pre-tenure process
- Activities that departments use to mentor faculty include: orientation programs and activities; assistance with understanding university and departmental culture, policies, and procedures; and strategic advice on where to place publications and where to present conference papers

#### Recruitment

- 29 of the 40 departments that responded tried to diversity the applicant pool when a vacant position existed
  - However, only 10 of these 29 departments reported being very successful in their efforts

#### Community Building

- Most departments that responded hold informal events on an ad-hoc basis to promote or build community
  - These activities include: informal social events, informal colloquia, retreats, and research groups