2014-19 DIVERSITY PLAN

BUCKNELL UNIVERSITY

» The Bucknell University Five-Year Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond Bucknell, challenges and encourages us to broaden our perspectives and worldviews, and helps to fully prepare students to make valuable contributions as citizens of a diverse, globally integrated world.

Dear Colleagues,

Since the 2006 publication of the Plan for Bucknell, our University has identified diversity as an institutional priority directly related to our mission of providing an excellent education to all students. We know that improving our diversity efforts will not only enhance our students' educational experiences while they are at Bucknell, but also contribute to ensuring that they are prepared to engage with the world of both today and tomorrow. Although some progress has been made against the goals of the 2006 Plan, honest reflection leads quickly to the realization that Bucknell has fallen short of both its own commitments and the expectations of many of our students.

The 2014-19 Diversity Plan guides us toward becoming a better Bucknell, a Bucknell in which diversity and inclusion are woven throughout the fabric of the institution. This Plan has been developed over the past year by the President's Diversity Council and shared preliminarily with many of our colleagues for their review and comment.

Because each of us contributes to our students' educational experiences in some way, each of us must contribute to achieving the four goals outlined in this plan. By working together, we can and must bring it to life: We will not be effective if we rely on good intentions alone. This work requires commitment, creativity, discussion, reflection, collaboration, and openness to learning and growth. It is time for the Bucknell community to deliberately advance into the brighter, more inclusive future where so many of our fellow institutions are already staking their claims.

The Diversity Vision presented in this plan illustrates what we strive towards together; the Diversity Statement frames our work. The Goals address policy, people, campus climate, and student learning. Annual reporting on progress will keep us on track and inform us about where increased efforts are needed. Our success will be dependent on the commitment and contribution of each member of the Bucknell community.

Although we have much work ahead of us, we have a good foundation to build on thanks to those of you who are already engaged in this work—in some instances, for decades. I am grateful for your persistence, commitment, and progress to date.

Along with the members of the President's Diversity Council I invite you to read this Diversity Plan, identify the elements that are relevant to your role and interests, and actively participate in its implementation. I am confident that we have the talent and drive needed for success.

I look forward to engaging in this important work with all of you.

My best,

John C. Bravman
President, Bucknell University

The concept of diversity means different things to different people and evokes a wide range of responses. For some, the word is reflective of the ideal of how things ought to be in a pluralistic society. For others, diversity is so broad and general that it seems to have no meaning. Still others believe diversity signals a narrow version of identity politics or political correctness. This Five-Year Diversity Plan clarifies how Bucknell views diversity, defines our institutional commitment to achieving it, and sets us on a course of concrete results that benefit the University and express our shared values.

The word diversity, as applied to efforts to address inequality, injustice, lack of access, discrimination, and exclusion in higher education, has its roots in the fight against racism in the civil rights and black student movements of the 1960s and '70s. The establishment of black student and other minority studies programs and centers on campuses gave voice to the struggle for racial and social justice, and spurred similar activism from other marginalized students and faculty. Today the general term for this essential work falls under the rubric of diversity and inclusion. Inside and outside of the academy, diversity aligns with equity, excellence and innovation.

This plan recognizes the particular histories in which diversity initiatives are rooted, and it also addresses, albeit imperfectly, the multiple and at times conflicting concerns of the constituencies involved in building a more diverse, inclusive and just Bucknell.

This work is not new at Bucknell. From the Zeller Integration Plan (1968) and the Black Student Manifesto (1985) to the diversity plans and campus climate reports of the mid-1990s and early 2000s, many hours of faculty, student, staff and alumni time have been dedicated to various efforts to advocate for and create an indisputably diverse and inclusive Bucknell University. Although the University's earliest years reflect an inclusion and openness uncommon in the 19th century,[1] over time Bucknell has acquired a reputation for a certain exclusiveness and homogeneity.

Building on and borrowing from earlier efforts, this plan addresses Bucknell's need to develop and sustain a community more representative of the broader society. This plan recognizes that Bucknell's challenges with campus climate intersect in profound ways with the imperative to create an environment that is not only grounded in principles of equality, but also free from homophobia, racism, sexism and other forms of discrimination. Importantly, the plan recognizes that a meaningful focus on diversity is essential to and aligned with Bucknell's mission, most specifically with assertions that a Bucknell education (1) prepares students "for a lifetime of critical thinking and leadership," (2) facilitates the development of "a deep understanding of different cultures and diverse perspectives" and (3) educates students to "serve the common good and promote justice." By committing to this plan, Bucknell emphasizes diversity as a value central to our academic excellence, relevance and integrity.

As we move deeper into the 21st century, Bucknell, like other colleges and universities, recognizes the interconnectedness of diversity and academic excellence. We cannot fully prepare students to live and work in a diverse, globally integrated world—we cannot remain relevant or viable as an institution of higher education—if we do not hold ourselves accountable for achieving the goals outlined in this plan.

Focusing on (1) institutional practices and policies, (2) the composition of the Bucknell community, (3) student learning, and (4) campus culture and climate, this plan provides us with both a mirror and a compass. The mirror requires that we examine ourselves honestly and recognize how much we must do to become the university we aspire to be. The compass allows us to navigate through the challenges ahead, mark our progress and notice deviations from our goals. This plan will be adjusted as necessary as we move forward and adapt to fresh and unanticipated developments.

The work will not be easy, but it is absolutely essential. With this five-year strategic plan for diversity, we commit ourselves to the discipline, focus and hard work necessary for establishing a Bucknell that is diverse, inclusive, excellent and just.

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[1] In 1864 Bucknell welcomed its first Asian student, Maung Shaw Loo; in 1875 our first African-American student, Edward McKnight Brawley, was welcomed; and in 1885 Bucknell welcomed its first woman student, Chella Scott.

Bucknell's understanding of diversity is inclusive, complex and broad-based; it recognizes historical and current inequities that affect higher education, and it emphasizes the interconnectedness of diversity and academic excellence.

Bucknell's commitment to diversity as a core value supports building an inclusive, thriving campus community that achieves the following objectives:

- Provides an excellent undergraduate education and experience for all students.
- Recognizes how identities and social positions shape and are shaped by our understandings of the world, ourselves and those around us.
- Takes responsibility for learning about and being empathetic to the experiences and perspectives of each member of our inclusive community.
- Respects differences among individuals and groups.
- Builds and sustains equitable systems, actions and attitudes.
- Emphasizes the historical context of diversity at Bucknell and in the world.
- Affirms the personal, collective and institutional accountability essential to a strong campus culture.
- Infuses a focus on justice and inclusion in all levels of decision-making, policies, and practices.

Process and Acknowledgements

The President's Diversity Council would like to thank the numerous individuals, offices, committees and groups that directly or indirectly contributed to this plan. From its first meeting in September 2012, the council recognized that this plan could not and should not be the exclusive work of its 13 members. We knew that the goal to institutionalize diversity— to ensure that a focus on diversity is integrated throughout all aspects of the University—required that all members of the campus community have the opportunity to participate in shaping the plan.

During the spring and fall of 2013, council representatives discussed drafts with interested members of the campus community. Throughout those discussions we found a high level of interest in and commitment to diversity, the desire to learn more or to contribute in a deeper manner and valuable constructive criticism. This plan reflects and is informed by those conversations.

Diversity Vision Statement

Diversity is one of Bucknell's core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully to difficult questions. We build bridges and establish relationships. Individually and collectively we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities, and grow—intellectually and personally—through meaningful diversity experiences.

Diversity Statement

Bucknell University's diversity efforts broaden and deepen our personal and intellectual horizons, preparing all of us—students, staff and faculty—to make thoughtful, responsible contributions as individuals, community members and professionals in a diverse, globally integrated world.

An essential component of Bucknell's commitment to academic excellence is our commitment to fostering an inclusive, diverse campus community. Bucknell's understanding of diversity is broad-based, emphasizing the identity and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, among others. We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Together, we are building and nurturing a community that embraces, respects and celebrates diversity in all its forms.

Diversity Goals

1. Improve the diversity of the Bucknell campus community.

2. Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the Bucknell community.

3. Enhance students' diversity-related educational opportunities and experiences to ensure that all students graduate with knowledge, skills and habits of mind necessary for living and working effectively as members of a diverse, global society.

4. Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices and policies.

Although listed separately, these four goals are interconnected. Aspects of each goal must be addressed simultaneously to enable and support progress towards all others.

Goal 1: Improve the diversity of the Bucknell campus community.

Objective A: Improve the diversity of the faculty across all academic departments.

Strategy 1. Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.

    a. Pilot, review and revise hiring guide and training.

    b. Develop plans and secure and allocate funding for some or all of the following: distinguished visiting faculty or scholar in residence, two-year post docs, distinguished professorship, cluster hires related to enhancing diversity and faculty attendance at conferences to meet and recruit potential hires.

    c. Contact local universities, colleges, hospitals and other major employers within two-hour drive (give or take) to explore possibility of consortium for hiring and to facilitate partner hiring.

    d. Host conference for rising graduate students from groups under-represented in higher education (in conjunction with CSREG, Griot Institute) every other year.

    e. Build relationships with schools that graduate Ph.D.s from underrepresented groups.

Strategy 2. Evaluate and improve practices that support the success and retention of a diverse faculty.

    a. Evaluate and improve (if/as needed) faculty orientation and mentoring program for junior faculty.

    b. Provide basic funds for affinity groups for community building, mentoring, establishing connections to local communities, etc.

Strategy 3. Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.

    a. Track turnover and include questions about diversity/campus climate in exit interviews.

    b. Survey faculty from under-represented groups to obtain information on decisions to remain at Bucknell and build on the positive reasons.

Objective B. Improve the diversity of staff at all levels of the institution.

Strategy 1. Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (casual, support, and administrative).

    a. Pilot, review and revise hiring guide and training.

    b. Establish and implement a plan for outreach to local communities, organizations, and affinity groups to develop connections for hiring diverse groups locally.

    c. Develop awareness of career pathways for promotion among staff, and clarify how and when searches will be internal.

Strategy 2. Evaluate and improve practices that support the success and retention of a diverse staff.

    a. Provide basic funds for affinity groups for community building, mentoring, establishing connections to local communities, etc.

    b. Review and if/as needed improve staff mentoring programs.

Strategy 3. Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.

    a. Include questions about diversity/campus climate in exit interview. Become aware of and responsive to practices and barriers to success for specific demographic groups.

    b. Survey staff from under-represented groups to obtain information on decisions to remain at Bucknell and build on the positive reasons.

Objective C. Improve the diversity of the undergraduate student body.

Strategy 1. Develop targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.

a. Leverage opportunities associated with HACU membership.

b. Identify, assess, and (if/as needed) enhance existing programs aimed at recruiting students from groups that have been historically under-represented in higher education (or at Bucknell), LGBTQ students, international students, students with disabilities.

c. Re-engineer the admissions selection process to incorporate a richer blend of cognitive and non-cognitive factors.

d. Increase diversity competency of Office of Admissions staff: tour guides' information on IAE, diversity at Bucknell, diversity messaging.

e. Increase financial aid resources to support the recruitment, enrollment, and retention of more diverse undergraduates.

f. Analyze differential yield rates for admitted first-year and transfer students to determine if campus climate affects decisions to enroll or attend elsewhere.

g. Build pipeline projects.

Strategy 2. Review and if/as needed enhance assessment related to success of underrepresented and diverse student groups.

a. Survey students from under-represented groups to obtain information on decisions to remain at Bucknell and build on the positive reasons.

b. Monitor and respond to data on retention and success: GPA on graduation, course-taking patterns, post-graduate career placement.

c. Map Bucknell's current student demographic against emerging trends (WICHE).

Strategy 3. Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success for students from groups that have been historically under-represented in higher education (or at Bucknell), LGBTQ students, international students, students with disabilities.

a. Build on successful programs and identify policies and practices that inadvertently serve as barriers to academic progress and achievements of under-represented students; develop strategies for transforming such practices.

b. Enhance academic advising system for under-represented students.

c. Coordinate the above with athletics' existing plans and assessment.

d. Develop and implement programs comparable to the McNair Scholars Program or other college-level outreach and pipeline programs.

Objective D. Monitor and respond to diversity of graduate student population.

Strategy 1. Identify, assess, and (if/as needed) improve current practices related to recruiting and enrolling a diverse graduate student body.

Strategy 2. Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success of a diverse graduate student body.

Strategy 3. Review and (if/as needed) enhance current practices related to increasing the diversity of graduate assistants (both those enrolled at Bucknell and those enrolled elsewhere).

Strategy 4. Monitor graduate student demographics.

Goal 2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the Bucknell community.

Objective A. Increase Bucknell employees' capacity to create and support an inclusive and diverse campus community.

Strategy 1. Develop orientation sessions that prepare all members of the Bucknell community to understand and participate in the University's diversity efforts.

a. Include a session on diversity at Bucknell in new faculty and staff orientations. (This could be incorporated into a discussion of Bucknell mission and values.)

b. Develop and deliver a coordinated introduction to diversity as an institutional and educational value for First-Year Student Orientation.

Strategy 2. Provide educational and training opportunities to enhance institutional capacity to undertake effective diversity work.

a. Develop and deliver annual diversity training series for faculty and staff.

b. Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental and in-depth approach to Greek Life's diversity efforts.

Strategy 3. Identify, assess, and enhance support services and campus-wide competency for working with persons with disabilities.

a. Evaluate context, provide and assess ADA training.

b. Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.

c. Assess campus-wide signage relevant to persons with disabilities.

d. Develop a streamlined approach to foster collaborative efforts to support ADA compliance.

e. Develop enhancement plan for The Office of Disability Services.

Objective B. Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.

Strategy 1. Support existing organizations and offices that provide diversity-related education, support, and services.

a. Develop incentives for student organizations that engage with diversity in meaningful ways (e.g., sponsorship of Biff Hoffman Lectureship, Hosting Diversity Dialogues, etc.).

b. Monitor and respond to demands on offices that provide diversity-related education, support, and services.

Strategy 2. Establish institution-wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, research.

a. Establish an annual "President's Diversity Award" to recognize faculty/staff/ departments that contribute to Bucknell's diversity efforts.

Objective C. Increase and improve Bucknell's diversity-related messaging (web, print, and spoken).

Strategy 1. Enhance diversity's web and print presence.

a. Analyze web content related to diversity; connect disparate pieces to be linked from central diversity (from Associate Provost or President level on the web) page.

b. Develop and enhance diversity brochures and other print materials.

Strategy 2. Enhance materials (print and electronic) highlighting support services offered to students/persons with disabilities.

Strategy 3. Develop visual identity for diversity messaging.

Strategy 4. Examine how Bucknell communicates its values internally and externally, and develop strategies for highlighting the diversity value message consistently and along with other values. (For example, integrate diversity into Homecoming or Family Weekend.)

   a. Establish consistent, clear, and ongoing messaging related to diversity as a core value; identify media and venues for sharing that message (kiosks, cards, etc.).
   b. Create diversity and disability statements for syllabi—as options for faculty use.

Strategy 5. Continue to build on an "I am a Bucknellian Campaign"—to reveal and highlight Bucknell stories/individual profiles related to diversity at Bucknell.

   a. Record "Bucknell Voices/Experiences" to gain access to campus experiences and climate.
   b. Use, as appropriate Griot Storytelling Project.

Strategy 6. Assess and enhance as needed diversity resources in bookstore and library, and online.

Strategy 7. Develop and determine best way to create and disseminate a "Diversity Guide for Lewisburg/ Central Pennsylvania."

Strategy 8. Hold Annual University-Wide Diversity Summit (conference/workshops) for whole campus.

Strategy 9. Shape Capital Campaign message to address specific aspects of this plan; report results.

Objective D. Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility; integrate results with Objective B.

Strategy 1. Assess climate every 2-3 years: students, faculty, and staff.

Strategy 2. Assess diversity efforts and performance; departments and offices report progress to Associate Provost for Diversity.

   a. Use consistent, meaningful assessment criteria for diversity in staff reviews.
   b. Align departmental reviews/annual reports with University-wide learning goals: how have departments and individuals contributed to University goal 3, for example.
   c. Identify and assess policies, programs and activities aimed at improving campus climate.

Strategy 3. Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

   1. Integrate with goal 4.
   2. As necessary provide information collected through this Diversity Plan to appropriate offices for action.

Goal 3. Enhance students' diversity-related educational opportunities and experiences to ensure that all students graduate with knowledge, skills, and habits of mind necessary for living and working effectively as members of a diverse, globally integrated world.

Objective A. Develop a systemic process for reviewing, assessing diversity focus in the curriculum and co-curriculum; integrate results with Objective B below.

Strategy 1. Track progress and contributions of academic departments' focus on diversity and student learning.

    a. Track progress on diversity education by school and discipline—achievement of program diversity plans.

    b. Develop as part of departmental diversity plans an understanding of where and how diversity is integrated into majors; how diversity is understood; how achievement is assessed.

Strategy 2. Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (broadly understood—curricular transformation, inclusive pedagogy/assignments, mentoring and advising).

Objective B: Enhance diversity education, experiences, and support for students.

Strategy 1. Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses, ideally as part of major. Possibilities include:

    a. Connect IEA (Intercultural Equity and Advocacy) with first-year courses/foundations.

    b. Integrate diversity into first-year foundation seminars and residential college experiences. (Goal: All students are introduced to diversity issues in first semester of first year at Bucknell.)

    c. Select and integrate specific number of High Impact Practices into first year experience.

    d. Support and encourage undergraduate research on social justice issues.

    e. Provide incentives for high quality diversity-focused IP courses.

Strategy 2. Review best practices and Bucknell guidelines for declaring minors and determine whether a revision of current practices would benefit students.

Strategy 3. Inventory, evaluate, enhance and develop diversity-focused student learning opportunities inside and outside the classroom.

    a. Undertake a comprehensive curriculum inventory every 2-3 years to identify the extent to which diversity is addressed (a) throughout courses, (b) as components of courses. (Seeking total percent and percent within Colleges and departments/programs.)

    b. Develop criteria and an evaluation rubric for understanding/evaluating student achievement of university-wide learning goal #3 and the CCC "Tools for Critical Engagement: Diversity in the US" learning goal.

    c. Develop and enhance relationships with local communities to provide meaningful diversity experiences for students and connect to coursework.

    d. Emphasize opportunities for deep learning experiences, via reflection, immersion, and service for study abroad and local off-campus study.

    e. Explore the benefits of establishing new and building on existing mentoring programs that provide opportunities for students to connect with diverse local communities and with diverse students in local schools. (Goal: Mutually beneficial educational experiences.)

    f. Collaborate with student groups to develop a Diversity Mini Conference/Summit for outreach to high schools and/or to connect with students from other local colleges and universities.

    g. Explore new majors, minors, and residential colleges focused on diversity.

Strategy 4. Continue to review and revise tutoring policy as needed to allow students earlier access to tutors to ensure that all students have support necessary for success.

Strategy 5. Identify key prerequisites and work towards transforming to pipeline courses.

Objective C. Use data from Objective A strategy 2 above to provide professional development opportunities related to updating and improving the faculty's capacity to enhance diversity education.

Goal 4: Reflect institutional commitment to diversity by establishing a culture of accountability and collaboration around diversity initiatives, practices and policies.

Objective A. Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.

Strategy 1. Track and assess diversity progress revealed by national student surveys (e.g., NSSE, DLE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.

Strategy 2. Include a focus on diversity in all offices' annual reports.

Strategy 3. Develop database of diversity efforts by college, division, and department, program, or office.

a. Hold broad-based data discussions.
b. Collect, analyze, and disseminate data (on regular basis).
c. Survey faculty/staff/students perceptions of commitment to diversity (on regular basis); also include alumni.

Strategy 4. Enhance the "place" and weight of diversity-related work in faculty PRT processes and staff merit.

Objective B. Establish and/or strengthen University structures that support diversity.

Strategy 1. Establish and manage centralized budget for diversity efforts/initiatives tied to this plan, residing with Associate Provost for Diversity.

a. Support student, staff, and faculty-led diversity research on campus, including research specifically addressing Bucknell's data.
b. Establish a diversity fund from which members of the campus community can seek grants for undertaking specific diversity initiatives.

Strategy 2. Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.

a. Review flow of diversity work.
b. Explore the possibility of a diversity representative or advocate on all committees.
c. Develop a system for coordinating diversity programming to minimize scheduling conflicts, maximize collaborations, and maximize campus awareness of relevance to courses.
d. Navigate the relationships among international education, global learning, and diversity education and efforts.
e. Improve the compositional diversity of all boards—alumni, parents, Board of Trustees.
f. Extend DAR's understanding of diversity efforts to allow for effective communication about diversity initiatives with potential donors and alumni groups.
g. Reconsider and emphasize the place of diversity in Bucknell Mission statement at the next point that the Mission is revised.

Strategy 3. Establish long-term role of President's Diversity Council and development of diversity advisory teams.

Objective C. Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.

Strategy 1. Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement and to ensure that reasonable weight is given to various areas.

   a. Review and enhance practices related to recordkeeping and effective response to bias, harassment, bullying, and other diversity-related incidents.

Strategy 2. Develop policy and plans associated with serving all students during breaks and upon arrival and departure from campus. (For example, foodservice and transportation during breaks, storage of computer/tech items over the summer, transportation to and from airport, stores, etc.)

Strategy 3. Develop a strategic response team and response plans for bias-related incidents.

Strategy 4. Include a focus on diversity when building and strengthening university partnerships—alumni, business, community and government—to enhance diversity initiatives.

❯❯ President's Diversity Council ❯ 2012- 2014

Thomas Alexander
Associate Dean of Students for Diversity

Keith Buffington
Dean of Engineering

Bill Conley
Vice President for Enrollment Management

Kim Daubman
Associate Professor of Psychology,
Chair of the Faculty

Carmen Gillespie
Professor of English and Director of the Griot
Institute for Africana Studies

Marcia Hoffman
Executive Director of Human Resources

Michael James
Associate Professor of Political Science

Maisha Kelly
Senior Associate Athletics Director

Susan L. Lantz
Dean of Students

Bridget M. Newell
Associate Provost for Diversity

George Shields
Dean of Arts and Sciences

Mick Smyer
Provost

John Bravman
President