

Seven Dimensions of Fostering Diversity, Equity, & Inclusion:

A Strategic Plan for Dominican University of California
2020-2025



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**By George Faithful, Nnekay FitzClarke, and Amy R. Wong —
Diversity Action Group Co-Chairs (2019-2020)**

*With special thanks to President Mary B. Marcy and
Vice President Nicola Pitchford for helping establish
a campus community in which true diversity, equity,
and inclusion are attainable.*

Part II:

Methodology and Findings

This section provides further insight into specific existing strengths and weaknesses on our campus. These findings are based on quantitative and qualitative investigations that the Diversity Action Group (DAG) conducted in partnership with the diverse constituents on our campus during the 2019-2020 academic year. Our summary below is based on key partnerships with the VPAA's office, the Office of Institutional Effectiveness, the leadership and faculty of the different schools, and Student Affairs, as well as many invaluable conversations and interviews with individual students, staff, and faculty all across campus, and with alumni.

Background

In Fall 2019, Dominican was left with a vacancy previously filled by a Dean of Diversity who was in charge of the two existing branches working on diversity, equity, and inclusion (DEI) issues, DAG and the Office of Diversity and Equity (ODE). Prior to this vacancy, DAG and ODE were working in concert to better delineate the distinctions between the committee's charge (made up of faculty, staff, students, and the VPAA ex-officio) and the ODE's. In the last five years, DAG and ODE maintained a robust program of non-mandated professional development opportunities for faculty and staff on the topics of DEI; and conducted a campus-wide spring celebration focused on the theme of "Unity in Diversity," which recognized students, staff, and faculty on campus for their exemplary work on DEI. In addition, largely through the personal liaisoning of the Dean (a long time faculty member at Dominican) as well as of DAG members and individual students, the "invisible" labor of informal conversations was continuously conducted toward furthering a more inclusive culture at Dominican.

President Marcy's June 1, 2020 message recognizes that we must understand the recent deaths of George Floyd, Ahmaud Arbery, and Breonna Taylor as part of a long history of systemic and violent, anti-black racism. The long-overdue reignition of Black Lives Matter protests in Summer 2020 provides further impetus, clarity, and urgency to our ongoing DEI work on campus.

Existing DEI Infrastructure and Work-in-Progress

DAG and ODE

After the vacancy, three junior faculty members (the authors of this document) stepped up as co-chairs of DAG with the goal of maintaining as well as expanding the existing work on DEI on campus. The DAG membership has grown in number and diversity of campus constituencies represented during this academic year and is currently operating under an open-membership structure. The committee also agreed to a set of guidelines for full membership based on regular attendance and participation in other ways (for instance, workgroups, event planning, exploring new partnerships with different departments on campus and off).

DAG maintained the professional development program in 2019-2020, focusing its efforts on highlighting two areas that DAG members felt needed greater visibility: faculty and staff education on existing racial tensions, and faculty and staff education on intersectional mental health needs. The DAG co-chairs elected to defer the annual "Unity and Diversity" celebrations and to focus on outreach, building partnerships, and holding formal and informal conversations across campus in order to identify existing strengths and weaknesses. Much of this work has informed the creation of the present document. Overlapping with DAG's outreach efforts, DAG planned several community-building events, all focused on centering student voices and creating safe (and informal) spaces for students to voluntarily share their experiences. The DAG social (Penguin Kickback) in early spring brought together students with DEI faculty and staff supporters to informally report out on existing areas of DEI work, and perceived areas for improvement. Students reported wanting to have more unstructured opportunities like the DAG social to share their experiences with trusted faculty and staff allies. The other community-building events, a campus conversation on LGBTQ+ diversity and inclusion, facilitated by Youth Advocacy Coalition at the Spahr Center (eventually rescheduled and programmed in the Fall of 2020), and a student co-sponsored event with an Filipino specialist on Indigenous tattoo art and activist, were

unfortunately canceled in the onset of the COVID-19 crisis.

DAG members also focused on identifying existing assets among its membership. Together, we built a spreadsheet to keep track of the numerous strengths and competencies of our members, and have begun motivating these strengths and competencies toward actionable ends. Our members have spearheaded two workgroups this year: one that is studying diverse hiring practices and making recommendations for improvements to campus hiring and retention of underrepresented faculty and staff; and one that has built a DEI resource repository to share with the Dominican community. Prior to the COVID closures, DAG discussed furthering partnerships with the Global Education Office (GEO) to increase campus awareness around the needs of international students as distinct from (though sometimes intersecting with) minority students in the US. DAG also intends to support GEO's efforts towards an emphasis on "global skills for local impact."

In August 2020, together with DAG, the VPAA's office hired Stacy Davidson as its new Director of Diversity, Equity, and Inclusion (DDEI) to head the ODE, and who will report directly to the VPAA and Dean of the Faculty. This Director is a full-time, 12-month employee who will focus on programming, education, and advocacy, as well as the implementation of the SDP. Together with DAG, the VPAA's office determined that the Director's work must be primarily student-facing, as it is evident that for some time, minority and other underrepresented students on campus have reported dissatisfaction with their on-campus experience.

Existing DEI Assets & Partnerships

Across the campus, Dominican has many existing initiatives and programs that seek to further the goals of DEI. Some are robust, signature programs, such as the Service Learning program, which has built, maintained, and grown key partnerships between our campus and community leaders who are working for greater equity in the deeply segregated surrounding areas. Another robust program has been the TORCH Student Success program, which draws on the strengths and resiliency of first-generation college students and students of color to foster college readiness, with an emphasis on leadership skills, community consciousness, and promoting academic and co-curricular engagement. In addition to these more visible longstanding programs, Dominican students, through such organizations as ASDU and SDAC, as well as affinity groups such as the Black Students Union

(BSU), Latinos Unidos (recently renamed "Latine Unidos"), PRIDE, and Kapamilya, have historically taken on a lot of the labor of on-campus community building and advocacy for their respective communities. We also want to acknowledge the many forms of informal and invisible labor that faculty, staff, and students--especially from underrepresented groups--have taken on and continue to take on across every part of our campus community. We will not be able to do complete justice to these forms of labor here, but we do wish to point out that our conversations have revealed that invisible networks of mentoring, advocacy, and educating colleagues about issues of DEI are ongoing and central to the operations of our university and the health of our community.

More recent initiatives and programs, such as Integrative Coaching (a signature component of the new "Dominican Experience") and the Student Success Center seek to improve Dominican's overall retention and graduation rates, as well as the success of minority and underrepresented students on campus. Explicitly emphasizing an equity approach in their mission, integrative coaches support and guide students in and out of the classroom as they navigate transitions, systems, and young adulthood. In August of 2019, Dominican's office of Institutional Effectiveness also hired a new Director of Educational Effectiveness, who has partnered with DAG in several areas, including the administration of the campus-wide climate survey which has partially informed the present report as well as designing questions to address DEI in course evaluations. The Dominican library faculty are also working on an archival project to provide disclaimers for racist and other offensive materials.

In talking with different campus constituents, DAG discovered that many initiatives and programs were fairly disconnected from one another, and students, faculty, and staff who work on DEI have reported that they are not always aware of one another's work in these areas--especially when the work is "internal" to particular departments. For instance, departments such as HR and Student Housing have in place robust professional development programming to address DEI, including webinars and trainings conducted by outside entities. While individuals in these departments have circulated webinars and trainings as opportunities available to the entire campus community, these resources have generally not been taken advantage of by individuals outside of their departments.

In an effort to begin linking our campus community together, DAG began and explored several future partnerships with specific schools. With the School of

Liberal Arts and Education, a DAG member workgroup piloted an inclusive hiring protocols program that will inform all employee hiring beginning in Fall 2020. With the School of Health and Natural Sciences, DAG contributed to a grant pre-proposal for a project that would advance equity on campus. This partnership with faculty and the Director Corporate, Foundation, & Government Relations sets an important precedent for DAG's cross-departmental collaborations in the name of diversity work. Meanwhile, the nursing program at Dominican has prepared data for the upcoming eight-year Board of Registered Nursing review (postponed due to COVID-19), and has expressed strong commitments to better ensure equitable graduation rates among a diverse population of students, and to find ways to diversify the nursing healthcare workforce, especially in recruiting more Latinx students to reflect California's majority demographic. The Physician's Assistant program has likewise expressed a commitment to concretely address a new accreditor standard beginning Fall 2020, which mandates that the sponsoring institution must support initiatives to increase diversity and inclusion through defining its goals, recruitment processes, retention policies, and resource availability. Near the end of this year, DAG explored possibilities for partnering with the Barowsky School of Business's Institute for Leadership Studies on a research project to survey local Latinx businesses with the goal of having Dominican provide training in leadership development and entrepreneurship scaling support.

Areas In Need of Improvement

The HEDS Equity and Diversity Survey Results

The HEDS Equity and Diversity Survey was developed and administered jointly by DAG and the Office of Institutional Effectiveness. This is a national survey, but we opted to add a few questions targeted to our campus community. The survey overall focused on the primary research question, "how is Dominican doing in promoting an inclusive campus climate for everyone?" and keyed in to three areas: 1) Experiences with discrimination / harassment and understanding of related processes; 2) Perceptions about Dominican's commitment to diversity & equity; 3) Perceptions of campus climate.

The Higher Education Data Sharing (HEDS) consortium specifically enables participating institutions to compare data with peer institutions. Comparative data will soon be available, but the results already highlight some important gaps between students and faculty / staff experience.

Students reported more forms of Dominican affiliated discrimination or harassment than faculty or staff

Students were less familiar than faculty and staff with campus processes related to discrimination or harassment as well as where they could seek support for issues related to diversity and equity

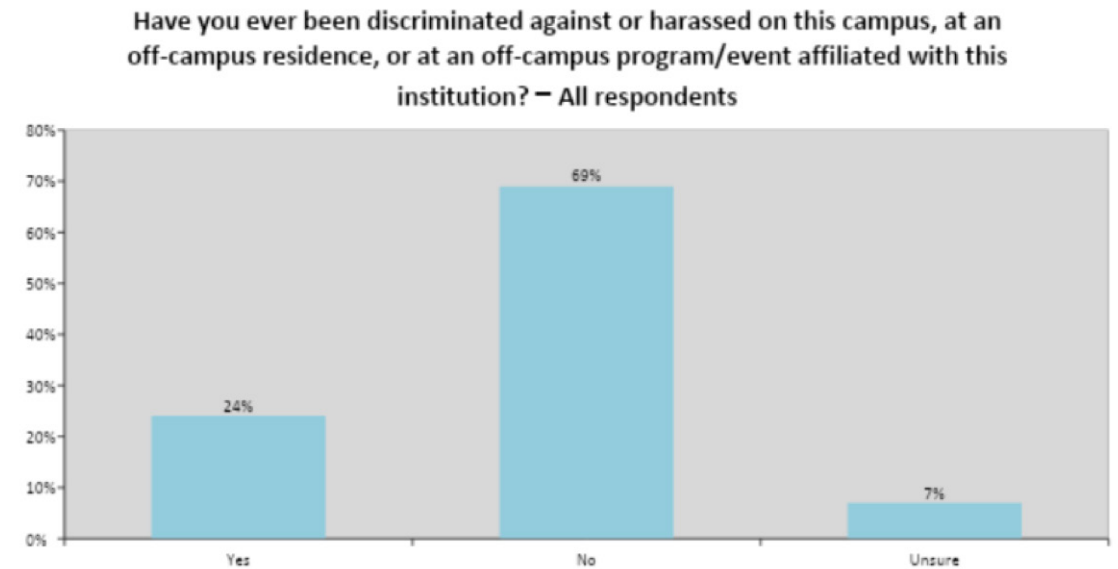
Students reported a lower "sense of belonging" to the university writ-large than faculty and staff

As a whole, individuals from racially / ethnically non-white backgrounds were less satisfied with "sense of belonging" than those who reported being white

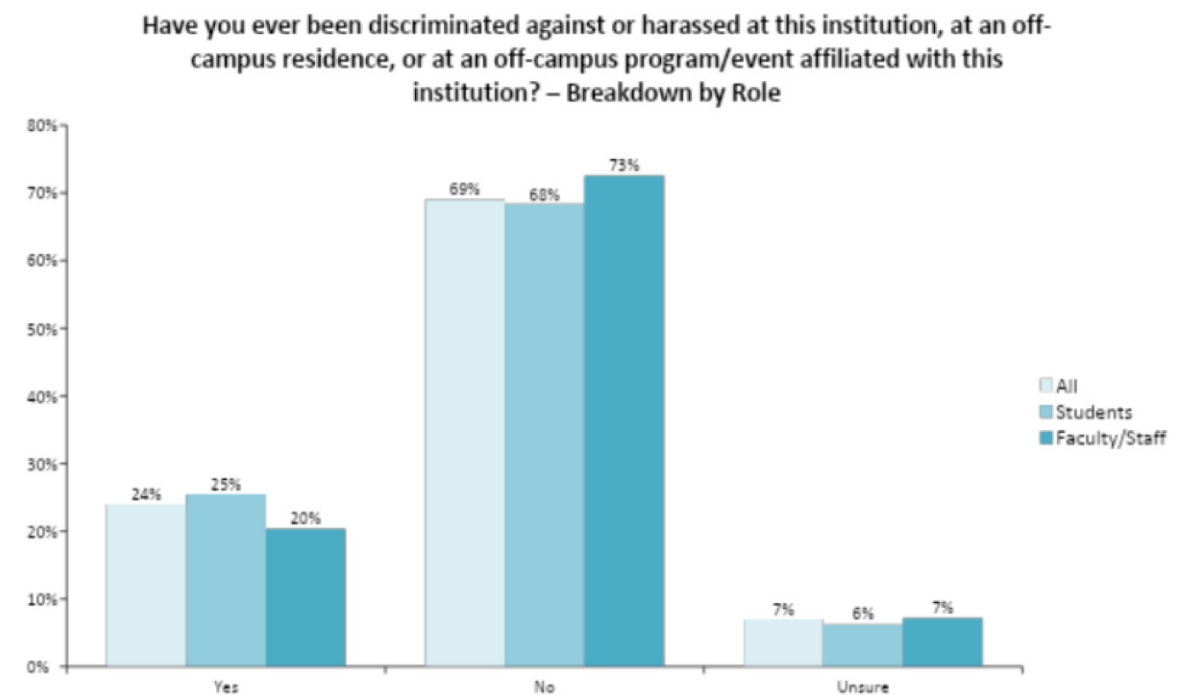
As a whole, individuals who did not identify as heterosexual reported much lower satisfaction with "sense of belonging" than those who did

While the participation rate was low at 11% undergraduate students, 10% graduate students, 35% faculty, and 40% staff, the trends stated above are clear, and it is evident that our campus needs to address these gaps in belonging, and to institutionalize reporting processes and follow-up procedures, as well as more clearly communicate existing reporting processes. When DAG specifically spoke to students to investigate why participation was low among undergraduate students, student leaders cited expected factors (the survey getting "lost" in emails; feeling too busy; survey fatigue as there was another survey on the Dominican Experience shortly before) but also underscored a general perception, among the student population, that the University would not be taking immediate action, and therefore participation seemed fruitless. The details in the next section on student efforts to push forward DEI initiatives dating at least back to the 2016 would bear out this general lack of morale and flagging interest among the student body.

For further information, this visual summary of the HEDS data is copied below:

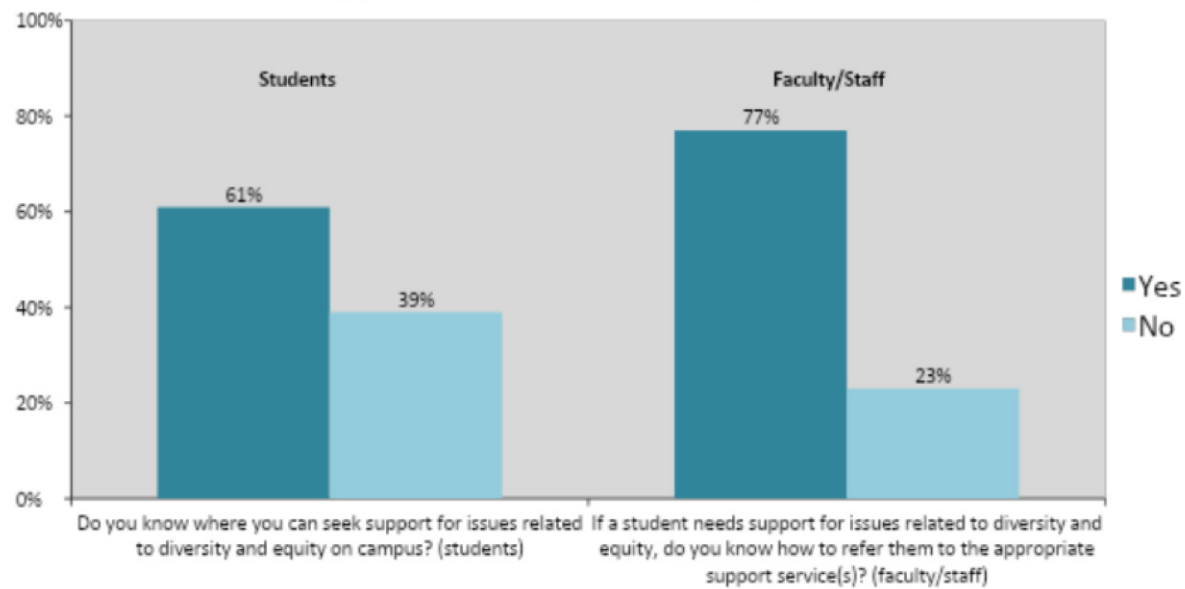


Primary take-away: nearly 1 in 4 community members reported that they experienced some form of Dominican-affiliated discrimination or harassment



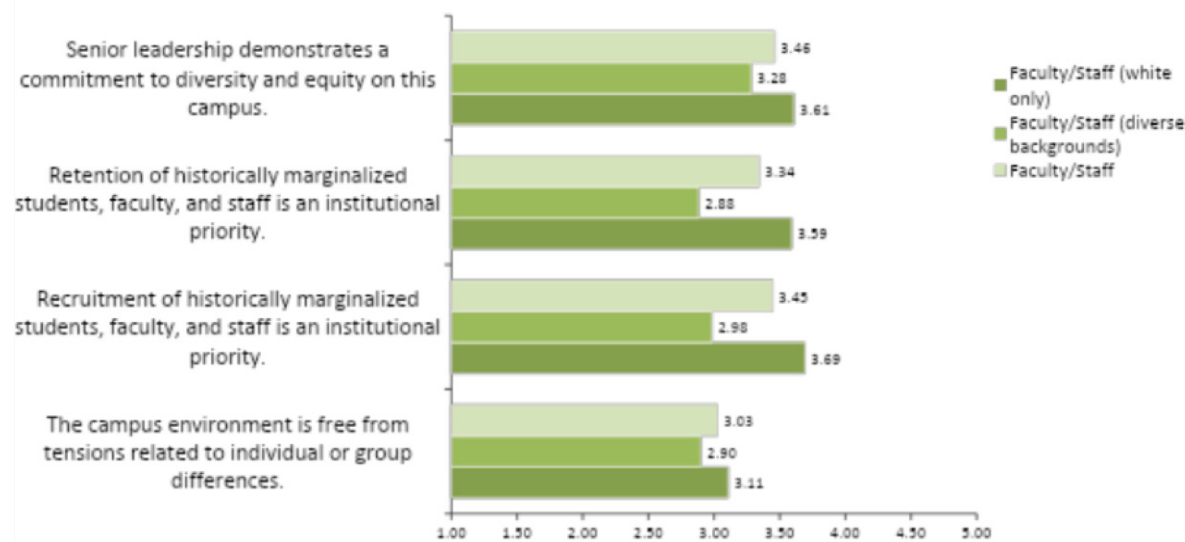
Primary take-away: more students than faculty/staff reported that they experienced some form of Dominican-affiliated discrimination or harassment

Support Resources – All Respondents



Primary take-away: over a third of students reported they did not know where they could seek support for issues related to diversity and equity, and nearly a quarter of faculty/staff did not know how to refer students for such issues

Institutional Support & Campus Environment (Agreement) – Breakdown by Faculty/Staff Race/Ethnicity Group



Primary take-away: faculty/staff from diverse racial/ethnic backgrounds perceived a lower sense of institutional support for prioritization of diversity and equity than did their white only peers, and reported higher levels of tension on campus related to differences

*All graphs and data provided with permission by Leah Ozeroff, Director of Educational Effectiveness.

Acknowledging and Building on Student Leadership & Advocacy

It is most important to note that student leaders in the last few years have made significant efforts to suggest and petition for concrete actions to improve the campus climate with respect to diversity that we are only now beginning to address. In 2016, the Inter-Club Council (ICC) presented a resolution to create a Diversity Center after the adoption of the Diversity Pledge (an initiative presented by the Black Student Union to create a space within ICC meeting times to foster conversations that promote diversity and address equity issues on campus. In 2017, the Associated Students of Dominican University (ASDU) presented the Resolution to Address Diversity to the Student Life Committee with the support of the ICC and the Penguin Student Athlete Advisory Committee (PSAAC). In 2018, the newly formed Student Diversity Advocacy Committee (SDAC), partnered together with ASDU and ICC to present a jointly sponsored resolution to create an Inclusion and Advocacy Center on campus.

Student-led efforts continued into 2018 and 2019, culminating in another resolution to centrally address bias-related incidents on campus. This resolution details the urgency of having a centralized and clear bias-reporting system on campus, especially in the current political climate. The resolution also points out the incidence of “hate crimes” on campus in the 2018 Annual Security & Fire Report (ASR) and yet no clear reporting process; the lack of campus-wide preventative measures for bias-related incidents; and the continuing occurrences of discrimination and microaggressions on the basis of race, gender, class, sexual orientation, and/or ability; and cases where the University has been under investigation for allegations of age and disability discrimination by the Office of Civil Rights (Department of Education). The resolution urged the creation of a Bias Incident Response Team; but since the departure of the Dean of Diversity, these efforts have stalled and must be promptly revisited under the auspices of the new Director.

Culture of Microaggressions and Tokenism

It is evident from reports received from students, faculty, and staff that Dominican’s campus culture includes microaggressive behavior, defined as casual and often unintentional forms of discrimination that nonetheless produce, in aggregate, significant negative effects on

the receivers of microaggressions. In the narrative commentary, survey participants repeatedly characterized interactions as “microaggressive,” or alternately with phrases like “unpleasant encounters,” and “casual racism.” Commonly mentioned, too, was the problem of “faculty defensiveness” when it came to pointing out microaggressive behavior. Microaggressive behavior and faculty defensiveness are also repeated themes in emails and interviews we conducted. It is important to point out, too, that specifics usually mentioned casually racist behavior and repeated instances of misgendering. Many students, faculty, and staff alike from underrepresented groups also shared that they chose not to report these incidents because they felt that these incidents did not qualify as “discrimination or harassment,” and they did not perceive that Dominican had processes in place to follow up with such complaints. In at least one case, a graduate student of color left her program because she felt there was no recourse for a series of microaggressions and overtly racist behavior she had experienced, despite repeated efforts to report this behavior to faculty supervisors. In another case, a junior faculty member received homophobic comments from a colleague as he was working with a student, reported this behavior to the Dean of Diversity, but there was insufficient follow up. These qualitative reports further illuminate what kinds of behavior are contributing to the gaps in “sense of belonging.”

A sense of defensiveness, particularly among faculty, must be discussed in tandem with a culture of “tokenism” on our campus. Students of color report feeling “used” for marketing diversity or educating white students about privilege, and point out that such instrumentalization necessarily means that they are not receiving an “equitable” experience. As one narrative commentary from the survey vividly puts it, “as a black woman trying to complete her degree, I don’t need my name to be thrown around campus. I just want to finish.” Faculty of color, who represent a small percentage of campus faculty, likewise report feeling tokenized, often in the form of being asked to do “diversity work” for the institution by white colleagues when not explicitly a part of their role on campus. Such tokenistic behavior goes hand in hand with our left-leaning campus politics (several respondents also pointed to the lack of political diversity and conservative representation) which often mistakes tokenism for inclusivity.

Representing Underrepresented Groups & Campus Community

Multiple groups on campus feel that they are not adequately or appropriately visible on campus—especially our minority black and Latinx students (these groups also report higher levels of microaggressive and tokenistic behavior directed toward them). On the one hand, achieving the necessary culture shifts that will address these problems of visibility can involve fairly straightforward structural solutions, such as more diverse hiring across staff and faculty, so that our employees better reflect the diversity of our students.

On the other hand, it is important to underscore that “visibility” in the shorter term requires nuanced strategies of inclusion that eschew tokenism. We should take heed of a number of specific suggestions offered in the survey’s narrative commentary, interviews, and other reports we have received: make more prominent posters highlighting issues of social justice, racism, gender equity on campus, particularly in spaces where students congregate; build more community events that allow for cross-pollination between campus affinity groups; educate faculty, staff, and students that individuals are more than their “identity,” and to call attention to the false assumption that “white” identities are “neutral” or default. The survey commentary also reveals that Adult Degree Completion (ADC) students feel left out of campus culture and remind us that age discrimination is another important roadblock to becoming a more diverse, equitable, and inclusive community. The Director of GEO also reports that the needs of our international students, admitted students in both undergrad and graduate programs under the F-1 visa through the Department of Homeland Security, are often misunderstood. As students who have left their home countries to complete a degree in the US, they both share intersectional forms of discrimination with our domestic students and have additional challenges of acculturation, language learning, and navigating the particular historical landscape of race in the U.S. More training is necessary to ensure that faculty and staff are sensitive to the particular needs of our whole student population.

Access, Including Mental Health Services

Beautiful, historic buildings lend campus a distinctive set of challenges, along with their charm. The Campus Climate Survey highlighted the general lack of adequate accessibility to key campus buildings (e.g., Angelico), a pattern of buildings with only one ramp entrance, a lack of braille, and a need for more electric doors. The regular presence of older neighbors and members of the surrounding community, including participants in the Osher Lifelong Learning Institute (OLLI), make these shortcomings particularly marked.

In addition, the record of accessibility requests made to the university reveals a pattern of confusion as to which department addresses what kinds of requests. For example, such diverse requests from building handrails and braille for restrooms, to requiring wheelchairs and technology equipment for recording lectures get rerouted through multiple channels and departments, rendering unnecessary confusion that further exacerbates inequitable access through delay.

Student mental health needs on campus have recently begun to receive more attention and more funding. However, it appears likely that availability of services and general awareness of those services fall short of the need. Students from marginalized communities are just as likely to struggle with their mental health as students in any other group, but are less likely to have had previous access and may face heightened stigma against mental illness in their respective communities. Male identifying students are also underserved in our current counseling system.

Given the current political, economic, ecological, and epidemiological crises, it is reasonable to expect the mental health needs of students and of faculty, staff, and administration to increase, and we must think of ways to address these needs. Moreover, significant barriers remain in diversifying the counseling staff to better reflect the diversity of our student population—including the structural issue of universities only being able to draw from their own pool of graduate program mentees to serve the mental health needs of our community. The expansion of mental health service providers should extend beyond counselors to include a wider network, e.g. comprised of student peer experts, occupational therapists, and/or local faith leaders.

Dominican, the Greater Marin Community, and the State of California

We briefly want to highlight our university’s situatedness within Greater Marin County. Differences across socioeconomic status, gender distribution, and racial distribution (visualized below) indubitably result in tensions between the surrounding area and our students who hail largely from the Greater Bay Area. As one survey participant’s comments highlight, housing and associated living costs are simply unaffordable to most of our students, leading to differential access and less diversity—both economically, and racially—on our campus: “Make it more affordable to live on / near campus. People are commuting from over an hour away . . . [High costs of living, meal plans] exclude those of us who don’t want to take out thousands in loans from living on / near campus and being involved. That means less lower SES students involved in campus activities.” Such exclusions are harmful to us all.

Especially in light of the COVID-19 crisis and the recent activism led by BLM against police violence and systemic racism, students and alumni have taken the time to share how these outside demographic differences have affected their experience at Dominican. The move to a remote campus, for instance, brings new challenges to ensure that all of our students have food and housing security, as well as a safe place to live and work. Inspired by the recent social movements in the U.S. and the world, many have reported feeling unsafe during campus encounters with the SRPD and Campus Security, as well as incidents of racial profiling.

Although the data below focuses on our student populations, it should be noted, too, that given rises in the cost of living in the Greater Bay Area, there are significant economic disparities between senior, white faculty members on campus, and junior faculty and staff, the greater portion of which commute from areas outside of Marin.

Relative to the state of California, Dominican is not entirely representative, with some variation between schools within the university. On the one hand, Dominican has significantly more students who identify as Asian-American (approx. 28% to California’s 15%) or as belonging to two or more races (approx. 6% to California’s 3%) than the general California population. On the other hand, the Dominican student body has proportionally fewer who identify as African-American (3.4% to California’s 5.5%) or Latinx (approx. 25% to California’s almost 40%; Dominican data from Factbook, California data from Census Report). Making Dominican more representative of California represents an implicit goal behind many of the initiatives proposed in this plan.

DOMINICAN

VERSUS

MARIN COUNTY

COMPARING DEMOGRAPHICS

ECONOMIC STATUS

DUC

36%

OF STUDENT POPULATION QUALIFIED FOR A

PELL GRANT

WHICH IS AWARDED TO STUDENTS WHOSE **TOTAL** FAMILY INCOME IS

\$50,000

OR LESS...

MARIN

MEDIAN HOUSEHOLD INCOME:

\$110,217

*Data pulled from Marin Country 2019 Census estimations and 2019-2020 DUC student statistics

DOMINICAN

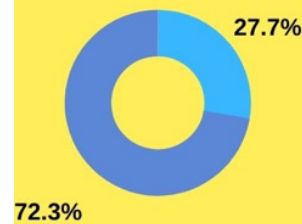
VERSUS

MARIN COUNTY

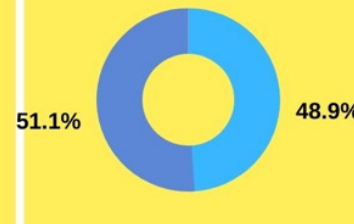
COMPARING DEMOGRAPHICS

GENDER

DUC



MARIN



*DUC reports 0.4% unspecified gender, while the Marin County Census does not acknowledge other gender identities

MALE
FEMALE

*Data pulled from Marin Country 2019 Census estimations and 2019-2020 DUC student statistics

DOMINICAN

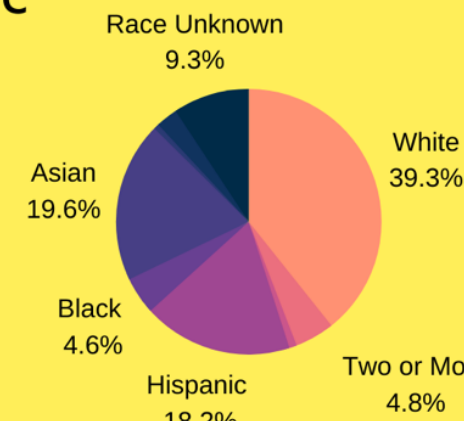
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MARIN COUNTY

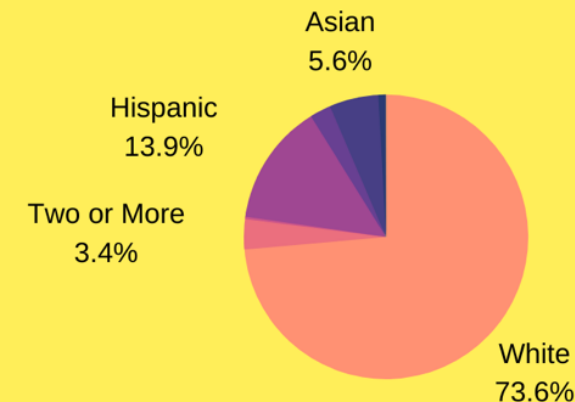
COMPARING DEMOGRAPHICS

RACE

DUC



MARIN



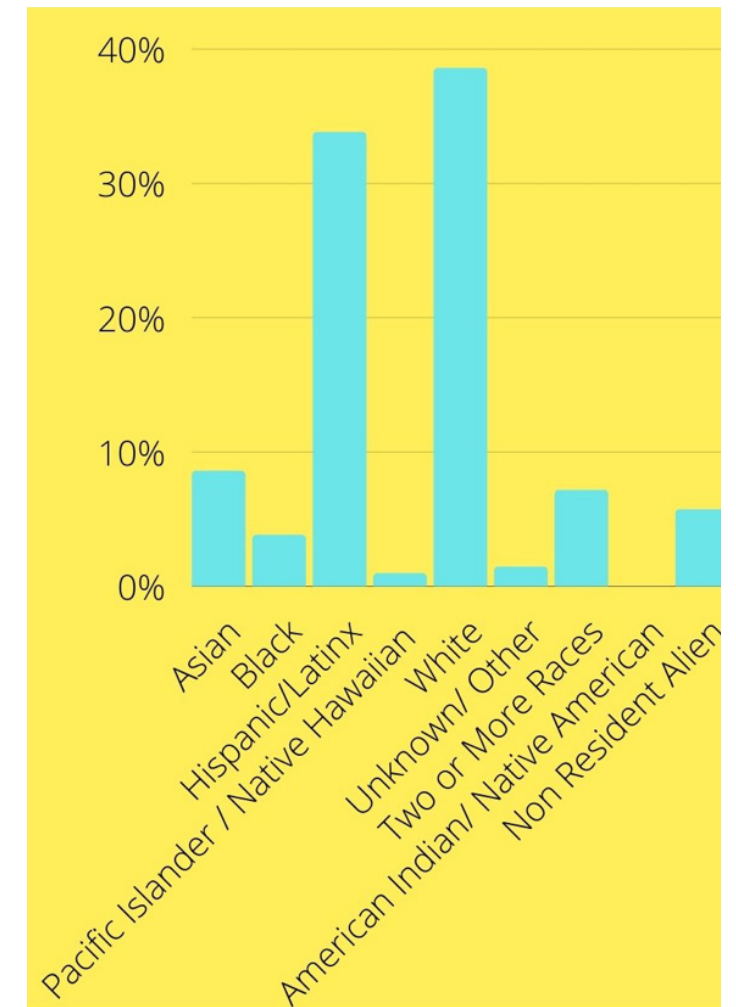
Populations not included due to scale are under 3%

*Data pulled from Marin Country 2019 Census estimations and 2019-2020 DUC student statistics

DOMINICAN

BAROWSKY SCHOOL OF BUSINESS

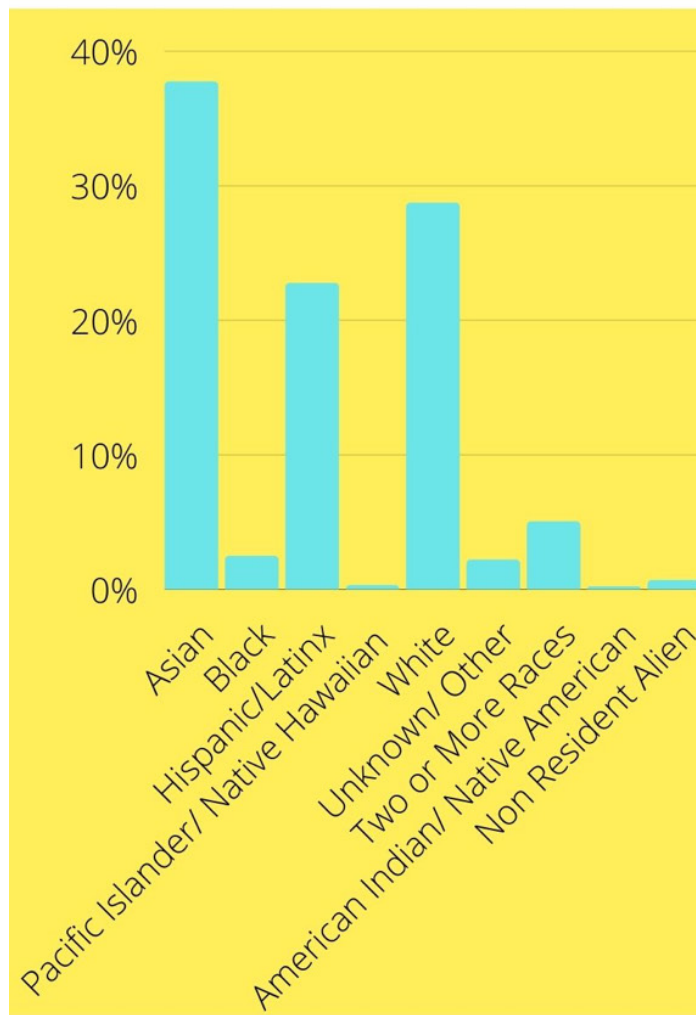
DEMOGRAPHICS



DOMINICAN

HEALTH AND NATURAL SCIENCES

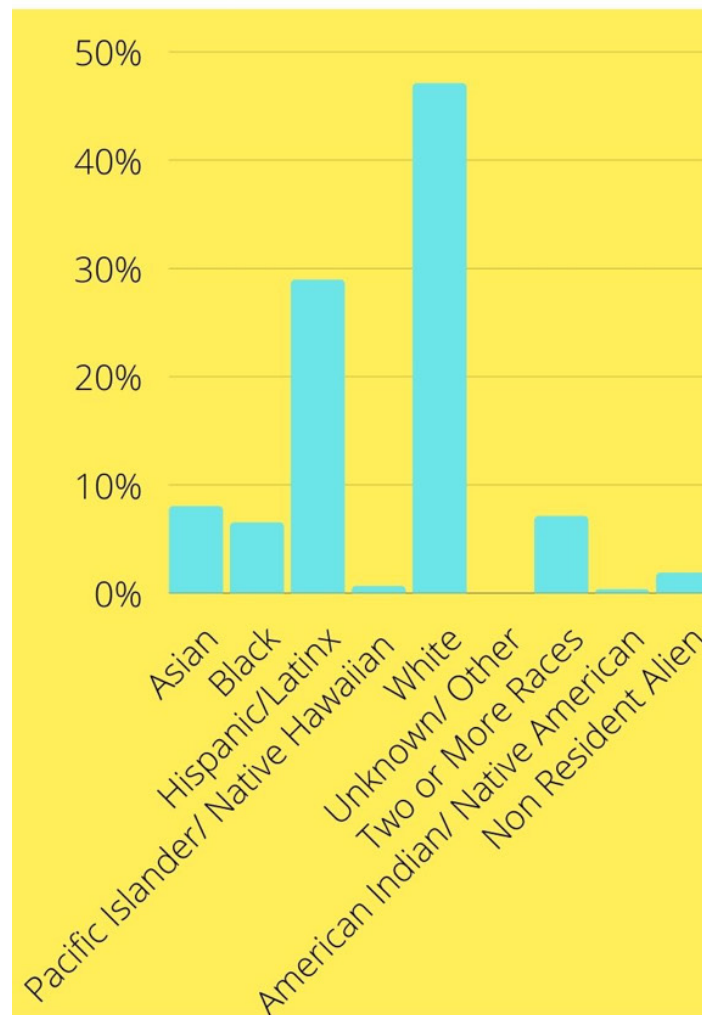
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DOMINICAN

LIBERAL ARTS AND EDUCATION

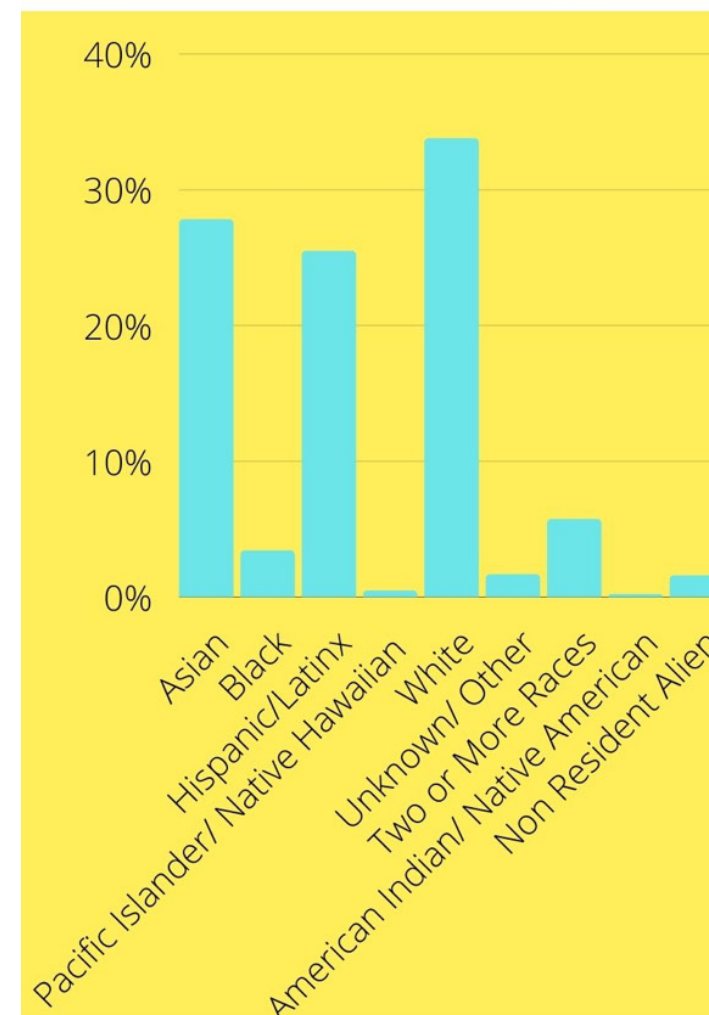
DEMOGRAPHICS



DOMINICAN

DEMOGRAPHICS

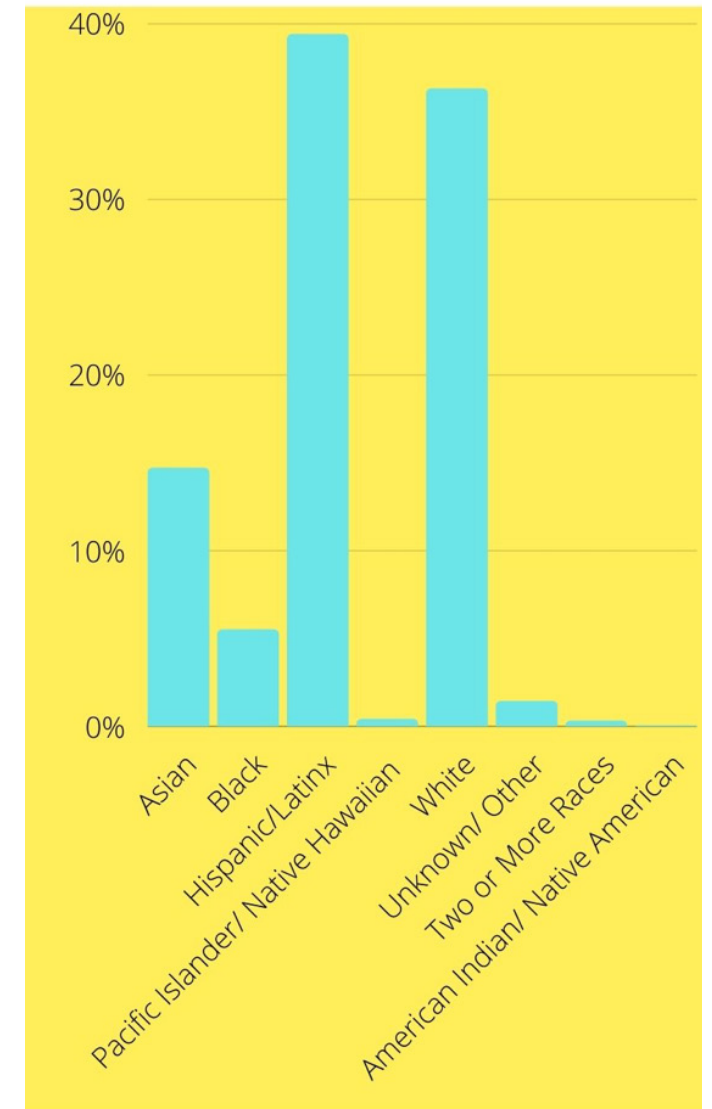
BY RACE



CALIFORNIA

DEMOGRAPHICS

BY RACE



Part III: Action Steps

Policy & Implementation Suggestions

After two semesters of listening, observing, collecting data, and actively soliciting input, the co-chairs of the Diversity Action Group (DAG) have discerned seven key dimensions to our path forward together. Deeply intertwined with each other, these are all simultaneously areas of existing strength and areas with room for improvement, often requiring urgent action.

These affirm who we are, but also what we might more fully become; and what we already do on some level, but also what we might do more perfectly.

We belong together.

Dimension #1: Community. Ultimately Dominican's greatest strength is in its relationships. Fundamentally, the work of diversity, equity, and inclusion on our campus represents the task of building an even stronger community. We are more than an educational institution. We are a symbiotic, living set of rich and sometimes fraught interrelationships. (See also Dimension #6: Solidarity, which is inextricably linked to community.)

	2020 Starting Point	2025 Target	Who's Responsible
Sense of belonging for marginalized communities on campus in general	<p>Climate Survey: 358 respondents</p> <ul style="list-style-type: none"> 34% reported dissatisfaction with at least one aspect of the campus climate for diversity and equity." Student "melt" and retention issues (2019 86% 1st-2nd year retention for all Dominican undergraduates) 	<p>Climate Survey: higher response rate (goal: 50+% of students, faculty, and staff), lower dissatisfaction rate (20-%)</p> <ul style="list-style-type: none"> Student retention higher than 90%. Diverse representation (not tokenism) in communal spaces 	DAG, DDEI, Institutional Effectiveness, Deans (all), Student Life, Enrollment / Marketing
BIPOC students	Documented reports of microaggressions.	Faculty/staff training (see Dimension #4 below)	DAG, DDEI
Gender Identity	Documented reports of misgendering in the classroom by professors, microaggressions, and general climate of alienation.	Faculty/staff training (see Dimension #4 below), concerted effort across campus to implement language oriented and structural solutions for gender inclusivity (e.g. gender neutral bathrooms and highlighting pronoun preference).	Administration, DAG, DDEI, Deans (esp. school deans), Facilities
Veterans	Celebration of Veterans Day (hanging of yellow ribbons on campus trees) by student group (DUSVD) with faculty advisor and staff Veterans Coordinator	Observance of Veterans' Day as a campus holiday.	Registrar, VPAA, HR
Self-described "conservative" students, faculty, staff	Documented reports of feeling unwelcome on campus.	Open forums for debate. Campus- wide clarity that some politicized issues are non-partisan non-negotiables.	Administration, LAE, Public Affairs Division, DAG, DDEI.

Let's envision a brighter tomorrow.

Dimension #2: Vocation: Because Dominican is more than just a school, our faculty, staff, and administrators have more than just a job. In different ways and to varying degrees, we have all been driven here by a sense of calling. Many among our ranks could be doing different work elsewhere for more money, but they have been driven by some sense of higher purpose to remain. Because Dominican educates numerous students from traditionally marginalized communities, let us recognize the significant good that we collectively accomplish in counteracting historical inequities. That fact can rank among our foremost shared motivations.

	2020 Starting Point	2025 Target	Who's Responsible
Sense of Dominican as a place of calling for. . . Administration	President Marcy's regular communications. Administration addressing Faculty Forum and Staff Assembly.	Fiscal transparency, collaborative engagement with the campus community in long-term decision making.	University President, President's Cabinet
...Faculty as educators	DEI included in ILOs (Institutional Learning Outcomes) and PLOs (Program Learning Outcomes). Uneven integration and deployment of DEI into curriculum. Course Evaluation Committee drafting diversity questions	Through motivating faculty feedback and expertise toward developing clear curricular commitments from all departments and divisions, institute meaningful and structural inclusion of DEI into pedagogical strategies and procedures as well as learning outcomes. Clear understanding across campus curricula that DEI concerns permeate every field of inquiry.	Faculty Forum, Faculty, Campus Committees (esp. CEPC, Course Evaluation)
...Faculty as agents of shared-governance	Uneven role in shared-governance, existing effort begun to better articulate shared program closure policies; some inequitable compensation between programs (even after market adjustments); uneven collaboration with staff	Active and transparently articulated role in shared-governance; greater equity of compensation between programs; greater collaboration with staff	Faculty Forum, Faculty, Campus Committees, Staff Assembly
...Board of Trustees	A part of the WASC accreditation process which includes "diversity" as one of its main components. In conversation with Upper Administration regarding Dominican as a whole.	Present and active role in decisions regarding DEI. Engagement with DDEI, DAG, and Administration in development of goals and actions.	Board of Trustees, University President, President's Cabinet
...Staff	Consistently voiced perception of being marginalized in campus decision-making and inequitably compensated in comparison to faculty.	Active role in shared-governance; greater equity of compensation, job security, and work flexibility (more comparable to faculty when possible).	Staff Assembly, Faculty Forum, Faculty, Administration
...Students/Alumni	Affinity Groups, Celebrations, vocal insistence on more DEI on campus.	Lifelong sense of gratitude, commitment, belonging, evidenced by increased and enduring alumni engagement, whether in the form of constructive criticism, mentoring, networking, or financial giving.	Faculty, staff, administration

Let's build the foundation of that future.

Dimension #3: Structure. Words alone will not transform our community. We need substantive, structural change. This can mean change to the physical structures of campus, but also to the financial, policy, social, and cultural building blocks that define campus's current realities. Each of these building blocks can privilege some while excluding others. Therefore, equity and full inclusion must involve removing barriers of access to resources.

	2020 Starting Point	2025 Target	Who's Responsible
Bias Incident Reporting	Framework for a Bias Incident Reporting Team in development but abandoned.	Clear procedures for Bias Incident reporting and follow up communicated widely to all campus constituents, including on website. Commitment that the process will default to being fundamentally restorative rather than punitive as part of transgressors' learning.	DAG, DDEI, administration, HR
Communication structures (among and between all campus constituents)	Disconnect between upper administration and students & alumni, between administration and faculty & staff, and between certain staff services and students. Efforts began by DAG workgroup to mediate communications with students, with upper administration as well as with departments like Financial Aid & BSO	Clear structures articulated for effective and meaningful channels of communication between students and administration, students and staff members	DAG, DDEI, administration, Staff offices
Recruiting and hiring diverse employees; rewarding and holding accountable employees for advancing diversity work	Current faculty and staff do not reflect diversity of student population, nor are employees held accountable and/or rewarded for advancing diversity work. A working group within DAG developed and began implementing a set of inclusive hiring protocols to improve all university hiring and augment means by which employees are assessed and rewarded for diversity work. Administrative support secured.	New protocols successfully built into university practice and policy; data collected and analyzed regularly to track progress.	DAG, DDEI, Faculty, Staff, Administration, Academic Affairs, HR
Housing and dining	Both are expensive, even unaffordable for many students, resulting in longer commutes. Penguin pantry alleviates some food insecurity.	More affordable housing and dining options for students, e.g. a commuter meal plan that is affordable or a cash-and-carry that can be used in the dining hall below the standard \$10/meal rate.	Administration

Continued

	2020 Starting Point	2025 Target	Who's Responsible
University Counseling Services	Expanded capacity, but still functioning at capacity with a waiting list, online services provided to students.	Further expanded capacity, BIPOC counselors available, heightened visibility, referral process stated on syllabus template, 20% of faculty/staff trained in mental health first-aid.	Student services, University Counseling Services, HR
Accessibility (physical)	Older campus buildings offer minimal access. E.g., Angelico has no elevator. Need for ramps, and wider aisles for access. Unclear and complicated processes for access requests.	Develop consistent visible, accessible, meeting spaces; include physical access as a long-term priority in building-planning and fundraising. Make clear process / streamline access requests and follow-up. Conduct comprehensive ADA assessment.*	Facilities Services, Facilities Committee, Administration, (*possible OT Program collaboration)
Accessibility (virtual)	Moodle has significant visual and technological (and thus financial) requirements which can be barriers for some students	Upgrade Moodle's functionality or migrate to a new course management system, provide free zoom accounts for all students and employees.	Accessibility and Disability Services Office, Administration, Student Services, Department Deans and Chairs
Diaper changing stations	Currently unavailable	Installed in all bathrooms in all buildings.	Administration, Facilities Services
Breastfeeding/ pumping space	One is available but unpublicized, limited access	Comprehensive public awareness campaign for student-parents, multiple rooms on campus.	Administration, Facilities Services

Let's learn from each other's differences.

Dimension #4: Training. What will ultimately make structural change possible and sustainable is an enduring commitment on the part of the majority of the campus community at all levels (student, faculty, staff, administration) to learn. For each of us, our self-education and education of each other must include learning diversity, equity, and inclusion. This must not be just informational learning, but more fundamentally learning about how to do and how to be: how to be more inclusive, how to equitably empower students and each other, and how to be more authentic in our embrace of each other, in all our diversity.

	2020 Starting Point	2025 Target	Who's Responsible
Basic foundation of understanding microaggressions vs. macroaggressions involving all campus employees AND students	Many reports of microaggressions (and some macroaggressions) and a sense of no recourse especially w/r/t racist incidents; reported lack of clarity around Title IX and sexual assault cases	Mandatory training, especially on race and engaging anti-racist behavior; Clear sense of where to report microaggressions & options for recourse; clear sense of Title IX procedures reported out to campus community	Administration, Deans, Chairs, and Supervisors, DAG, DDEI, Student Life
Active cultivation of cultural humility (e.g., vs. defensiveness)	Various optional workshops available for staff and faculty; reports of defensiveness, especially among faculty,	More workshops and optional training, with a mandatory attendance for all employees	Administration, Deans, Chairs, and Supervisors, DAG, DDEI
Respect for and culture shift toward understanding neurodiversity (incl. mental health diversity, vs. stigma and "sanism")	Counseling offered for students, one workshop provided Fall 2019.	More workshops, services provided for all employees on campus, awareness education and inclusion in all aspects of DUC	Administration, University Counseling Services, HR, DAG, DDEI
Respect for and culture shift toward understanding ability / disability as NOT deficits but assets of human diversity	Reported microaggressions around "visible" vs. "invisible" disabilities	Baseline mandatory education about definitions around access and disability, more workshops and presentations, active participation among Dominican employees, including in curriculum across departments	Accessibility and Disability Services Office, Administration, Deans, Chairs, and Supervisors, DAG, DDEI
LGBTQ+ awareness	Student affinity clubs, some workshops and events in the past	More workshops and presentations, active participation among Dominican Employees, including in curriculum across departments	Administration, Deans, Chairs, and Supervisors, DAG, DDEI
University Core Curriculum	Inclusion of DEI questions in course proposal form	Creation of DEI course designation for courses across the University Core	Dean of General Studies, Core Curriculum Committee, Core Curriculum faculty, constituent departments

Let's amplify marginalized voices.

Dimension #5: Language. Because Dominican has a culturally- and linguistically diverse student body, and because language is one of the fundamental building blocks of both culture and cognition, we propose that language itself represents a key area of opportunity and of necessary action on our campus. By being more publicly inclusive of our students' linguistic diversity, we can take small but concrete steps that will reinforce progress in the other dimensions.

	2020 Starting Point	2025 Target	Who's Responsible
Communication with Families at home	Commencement to increase translation to Spanish, Tagalog, and ASL. More languages are being added to welcome packet for admitted students.	Increase the amount of languages available for all at home communication including: welcome packets, commencement, and financial aid. Track student home languages, incl. whether translation is available or necessary.	Administration, Enrollment, Registrar
Spanish	Included in 2020 Commencement video during the Alumni Association President's speech (self-translated).	Inclusion as a prestige language (significantly prominent ceremony language) at all academic ceremonies where families are present.	Academic Affairs. (optional but desirable: collaboration Latine Unidos)
Tagalog	Non-inclusion in campus events.	Inclusion as a prestige language (significantly prominent ceremony language) at academic ceremonies whenever possible.	Academic Affairs. (optional but desirable: collaboration with Kapamilya)
ESL Support	Admissions Student Ambassador translators (English-Spanish).	Increase the number of languages provided, translators at all school wide events.	Academic Affairs, ADS, Deans, Enrollment, GEO
American Sign Language	Talks of inclusion at graduation.	Inclusion of translators at all school wide events.	Academic Affairs, ADS, Deans
Campus DEI Glossary	Absence of single, clear campus resource for explaining common DEI terminology.	Creation and marketing of single, clear campus resource for explaining common DEI terminology.	DAG, DDEI
Language and Intercultural Communication	Except for the Spanish Minor, no existing curricular infrastructure to support foreign language learning on campus; intercultural communication workshops offered by GEO staff	Language learning and intercultural communication embedded more closely into academic programs	GEO, Global Learning, LAE, HNS, BSB

Let's empower each other.

Dimension #6: Uplifting unheard voices. In the context of the unequal power structures of our world, our nation, and our campus, we recognize that the work of equity must prioritize the needs of those currently near the margins. Although perfect equity is unattainable, we can be a more equitable campus community than we already are. Indeed, we must if we hope to survive. Ultimately, student retention, graduation, and long-term success hinges on the health of the whole campus ecosystem. We, together, are only as strong as the most neglected among us. Therefore, our energies in strengthening our team are perhaps best spent in identifying and amplifying the voices of those furthest removed from power, whether by virtue of their position on campus or identity in contemporary society.

	2020 Starting Point	2025 Target	Who's Responsible
Students with mental health needs	Mental health services limited to counseling.	Expansion of support structures to include peer experts, local/campus faith leaders, Occupational Therapy.	Student services, University Counseling Services, CARE Team, HR
Transgender and gender non-binary students, faculty, staff, administration	Absence of clear institutional stance.	Campus-wide gender-inclusive language policy. Make more visible and/or require gender studies into the Core Curriculum. Elimination of misgendering incidents on campus. Structural changes including gender neutral bathrooms across campus, and pronoun inclusion in email signatures.	Administration, DAG, DDEI, Faculty, Facilities
Older students / ADC	Reported feeling excluded from campus community	Opportunities for cross-pollinating events between traditional undergrads and ADC students	Program chairs, Student Life
Black students, faculty, staff, administration	Under-represented in curriculum, student body, faculty, staff, administration, but portrayed prominently in marketing materials. Some reported instances of feeling unsafe from local law enforcement on campus. Target of numerous microaggressions from faculty & staff, as well as other students (see Dimension #4)	Recruitment and retention initiatives, including fundraising for scholarships. Equitable and representative marketing. Inclusion into Core Curriculum and/or elsewhere, black studies programming (minor). Clarification of relationship between campus and local law enforcement, with clear boundary, and clear procedures in place for disciplinary action against racial profiling.	Administration, Enrollment, Advancement, Deans, Marketing, Campus Security, The Dominican Experience, Student Life, Faculty

Continued

	2020 Starting Point	2025 Target	Who's Responsible
Latinx students, faculty, staff, administration	Substantial representation numerically on campus, with a focus on student retention. Reported feelings of invisibility when it comes to campus-supported events. Some reported instances of feeling unsafe from local law enforcement on campus. Target of numerous microaggressions from faculty & staff, as well as other students (see Dimension #4).	Further honing the work of retention initiatives, which work well for all students, including those most at-risk. Inclusion of ethnic studies into Core Curriculum, maintain Spanish minor and build visibility of Latinx and Chicana studies offerings. Clarification of relationship between campus and local law enforcement, with clear boundary, and clear procedures in place for disciplinary action against racial profiling.	Administration, Enrollment, Advancement, Deans, Marketing, Campus Security, The Dominican Experience, Student Life, Faculty
Commuter students	Scarcity of parking and of socializing space on campus.	Possibility of designated parking. Establishment of commuter lounge.	Administration, Facilities Committee
International students	Needs often conflated or confused with other minority students	Trainings and workshops facilitated by GEO and DAG targeting intersectional and non-intersectional issues	GEO, DAG
Staff	Remote work necessary because of shelter-in-place.	Flextime and some remote work as an ongoing possibility as an equity issue.	Administration
Many staff and faculty (depts. vary)	Compensation structure based on field/dept. norms.	Compensation structure based on local cost of living.	Administration

Let's celebrate our shared story!

Dimension #7: Celebration. We have much work to do on ourselves on our own and on each other together. Some of that work will hurt, because unearthing injustice is uncomfortable, because rectifying one group's marginalization means rectifying another group's privilege, because change can be scary, and because structural changes can be costly, both literally financially and, more to the point, personally for those involved. At the same time, we already have much to celebrate, both in terms of what we have accomplished and who we are, both individually and together as a campus community. Therefore, let us cultivate an ethos of mutual celebration, commemorating the milestones of the past and anticipating the milestones of the future.

	2020 Starting Point	2025 Target	Who's Responsible
The legacy of Melba Beals	Annual Melba Beals Excellence in Diversity Awards put on hiatus.	Substantial tuition, room, and board scholarship in Prof. Beals' name. Student-led events with help from a grant offered in Melba Beals' name.	Advancement, DAG
Projected image of campus	Consistent imagery of uncomplicated racial harmony and of a higher percentage of some races than campus actually has (e.g., BIPOC).	A campus whose projected image matches its reality.	Institutional Effectiveness, Enrollment, Marketing
Campus student composition	A campus less diverse than California in some ways (e.g., African-American population).	A campus whose reality matches its projected image.	Enrollment
Prominence of DEI in academic ceremonies	Present but not prominent in academic ceremonies.	Prominent in all academic ceremonies and in all faculty retreats.	Administration, VPAA, Academic Affairs, Deans, DDEI, DAG (optional but desirable: collaboration with student groups)
Prominence of DEI in faculty retreats	Occasional focal point in faculty retreats.	Prominent (but not necessarily primary focal point) in all faculty retreats.	VPAA, Academic Affairs, Deans, DDEI, DAG
Participation in and general attendance at student-led cultural events by wider campus community	Some low attendance, in part as a result of access issues (e.g., timing, childcare for community members with small children)	Wider options for attendance (in-person or virtual) for community members (incl. those with family responsibilities).	Student Life (optional but desirable: collaboration with student groups)
Campus holidays	Institution of Juneteenth as campus holiday	Institute Indigenous People's Day as a campus holiday	Administration

Part IV: Assessment

The University's Director of Diversity, Equity, and Inclusion will collaborate with the VPAA, DAG, and Institutional Effectiveness (IE) to assess various departments' progress toward implementing the goals in this strategic plan. This will be a collaborative process of ensuring that

we members of the Dominican community hold each other accountable. The process of assessment will yield insight for future strategic planning and, more importantly, provide actionable feedback for making Dominican more diverse, more equitable, and more inclusive.

Part V: Conclusion: Your Invitation to Action

Authentic diversity is uncomfortable because it is rooted in longstanding imbalances of power. Some of these imbalances are rooted in differences of identity and in how those differences carry weight in society: race, ethnicity, sex, gender, gender expression, sexuality, differences of ability, religion, language, nationality, and status in terms of citizenship, marriage, family, socio-economics, and education. We must acknowledge that inequities tied to these differences often continue within the bounds of our campus.

Some imbalances of power have to do with our different roles on campus. Upper administrators have more power than individual faculty and staff, who have more power than individual students. We must take care to distinguish ways that differing roles and levels of authority can be a healthy part of the function of any institution from the ways that differences of power can be counter-productive or even toxic.

Campuses with any diversity share a tendency to revert to tokenism, celebrating diversity only when it serves to make the institution more marketable, but otherwise ignoring it and often failing to acknowledge that each of us embodies a variety of intersecting forms of diversity. As reflected in our findings, despite the best intentions of those involved, Dominican has not always been an exception to these tendencies.

Our students from marginalized communities know this full well. Their testimony has given shape to this document. Our students of color in particular have consistently attested to the disconnect between campus realities and the image projected by glossy admissions brochures. Although Dominican is far from alone in conveying that contradiction, it is perhaps particularly pronounced on our campus. Things are far worse on many campuses, but because we are one of the most racially diverse small colleges in the state of California,

in order to flourish, our student body requires a higher level of socio-cultural competence and intellectual humility from every member of our campus community. The greater the diversity, the greater the opportunities, and the greater the challenges.

Substantive equity and meaningful inclusion inherently involve a rectifying of power imbalances. The work of diversity, equity, and inclusion need to be an integral part of everything we do, not an afterthought. To that end, we recognized that a top-down and bottom-up approach to work on campus are both necessary. That work belongs to all of us.

This document will only bring us together in meaningful ways if a critical mass of us are willing to change, with the understanding that those called to sacrifice the most must be those with the most power (incl. privilege, resources, authority, security, comfort) to begin with.

For us to grow into a more just, supportive, and flourishing campus for all will be a process. And like any growth process, it will be uncomfortable, awkward, and perhaps even painful. The process will never be perfect or completely over. But, if undertaken with sincere commitment to one another, its eventual outcome will be for us as a campus community to be closer, stronger, freer, and more meaningful.

We members of the campus community--students, faculty, staff, and administration--all belong together. Let us envision together a brighter tomorrow, building the foundation of that future, learning from one another's differences, amplifying marginalized voices, empowering one another, and celebrating our shared story.



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