Council for Diversity and Inclusion

Diversity Plan

Building a College Culture that Supports and Affirms Diversity and Difference

Overview

To the Members of the Daemen Community:

The mission of Daemen College is to prepare students for life and leadership in an increasingly diverse and complex world through the integration of liberal arts education and professional preparation. This goal is rooted within a deeply-held, foundational principle, "that education should elevate human dignity and foster civic responsibility and compassion." Daemen College is committed to the idea that a college can go beyond instrumental needs to foster the development of individuals who are dedicated to the health and well-being of local and global communities. To do so, it must create a diverse and inclusive community where students from different backgrounds learn to engage difference thoughtfully, respectfully, and with a critical awareness of social histories.

While Daemen College's expressed commitments are laudable, much needs to be done to ensure that they are fully realized.

In its 2016 Middle States Self-Study, the College identified diversity as an area for development as it relates to recruitment, retention, and support of its student body. Several initiatives included in the 2008-2013 Diversity Plan were not completed - leading some constituents to suggest that, while diversity efforts are valued, more needs to be done to support their implementation. Middle States site visitors echoed these sentiments recommending that the College capitalize on its decision to establish an office specifically devoted to diversity and multiculturalism to *regroup and revive its stated commitment to diversity* through the formation of a *new plan to improve diversity efforts.*

A recent Campus Climate survey is even more concerning as it suggests the College is failing underrepresented minority (URM) students. This population reports feeling marginalized by an institution they perceive as "unapproachable" and "catering primarily to their white middle-class peers." URM retention and graduation rates are consistently below average and the campus experience of URM students is described as being "much different from that of their more privileged peers." URM students commonly face biases and structural disadvantages that make it more likely they will transfer internally (from professional to general studies programs); externally (to other institutions); or drop out of college altogether.

Every student lost – or never recruited – is a blow to Daemen's long-term viability.

Daemen College must take concrete steps to ensure equity for its diverse student body. This is a matter of great urgency as competition within higher education has never been fiercer. The College must position itself to welcome and support a population beyond its traditional demographic and appeal to members of historically disadvantaged groups including ethnic and racial minorities, immigrants and refugees, persons with disabilities, and all those who comprise the 'New Majority' of higher education.

Fortunately, the College is poised to become a diverse, inclusive, and responsive institution offering an education that stands out in the competitive higher education environment. It can draw on the successes of its Higher Education Opportunity Program (HEOP), which, for over four decades, has proven that a college that invests in diversity can and will change the lives of people who attend it. It can recall the strategies used to develop the Student Success Center and efforts to improve student persistence to graduation through effective planning and data-informed strategies. It can look to the excellent prior work of the Equity, Diversity, and Inclusion Committee (EDIC) and the Diversity Action Committee (DAC) to create a campus climate that supports and affirms diversity and difference.

Daemen College can become the institution it seeks to be.

It is with the goal of advancing our institutional commitments to the pursuit of human dignity, civic responsibility, and compassion, that the faculty and staff members of the Council for Diversity and Inclusion (CDI) offer a new diversity plan that will guide Daemen's journey into the next decade.

Taking inspiration from those entities that came before it, CDI laid the foundation for its comprehensive diversity plan by:

- Assessing conceptualizations of diversity among various members of the Daemen community;
- Crafting an academically-rigorous and institutionally-relevant definition of diversity;
- Developing and securing Faculty Senate endorsement of its Diversity Values Statement;
- Working in collaboration with the Global Education Task Force and the Service Learning Committee to synergize efforts impacting student experiences;
- Successfully advocating for the inclusion of diversity as a required student learning outcome within the re-designed General Education curriculum;
- Fostering efforts to provide support and visibility for URM students, including the creation of the ALHANA (African, Latino, Asian, Native American) graduation awards ceremony;
- Facilitating discussions with students, administrators, and faculty based on a review of current practice and experience; and
- Undertaking the development of strategic plan in a transparent process informed by input from various constituencies on campus.

What follows is an initial fifteen-month plan to build on these achievements with specific emphasis on:

- Nurturing the development of a campus culture that supports and affirms all members;
- Identifying opportunities to strengthen diversity-related content in the Daemen College curriculum;
- Increasing professional development training on identified needs and expectations;
- Ensuring a high-quality experience for all students and their families; and
- Enriching student experiences and growing leadership by infusing diversity into events, activities, and support for student clubs.

CDI views this plan as a concrete and achievable first step within a larger, sustained effort to reinforce Daemen College's status as an institution of quality that is responsive to the changing needs of our society. In this time of uncertainty, the proposed strategies will make Daemen an even more appealing choice and supportive home for a diverse student body, boosting recruitment and retention rates and ensuring greater equity and inclusiveness.

The plan is financially responsible - leveraging existing resources and offering a number of low- or no-cost strategies in light of current financial concerns. Nevertheless, it will require a great deal of support from faculty, staff, administrators, and students alike. CDI members are prepared to play a critical leadership role in the plan's implementation – taking on various outreach, engagement, research, and training activities.

Official endorsement of the plan is sought at this time. Activities will commence shortly thereafter with a planned evaluation taking place following the fifteen-month time period.

Diversity Statement

Diversity refers to the human differences that can often frame a group's conceptualization and experience of reality. It can manifest in terms of geographical location, race, class, sexual orientation, and gender, among others. Experiencing various human differences in their complexity can promote greater human dignity and mutual respect. Conversely, it can also allow for creation of unearned fear, and/or confer undeserved disadvantages on members of a group within a specific context. Experiencing **human dignity in diversity** demands a caring, empathetic and culturally responsive society that promotes justice and equality.

Daemen College affirms its commitment to the following values:

- Education serves to advance the cause of universal human dignity and progress toward a just, equitable, and democratic society.
- Students need, among other things, to understand the potential for systemic injustice and privilege, and how liberty has been compromised now and in the past. We must provide the tools and learning opportunities for them to achieve this.
- The college exists as a space for robust, peaceful debate in which various ideas are explored and tested. We uphold the right to free speech, as well as our responsibility as educators to challenge any and all manifestations of prejudice, religious or ethnic bigotry, racism, xenophobia, sexism, homo- and transphobia, and any other attack on the principle that all humans are equal.

These values must guide our actions in the roles we play as members of an academic community.

COUNCIL FOR DIVERSITY AND INCLUSION
DIVERSITY PLAN
DAEMEN COLLEGE

A brief outline of the plan is provided below:

Laying the Foundation:

- **Build** CDI infrastructure to support implementation of Diversity Plan;
- **Engage** faculty, staff, administrators and students regarding CDI Diversity Statement;
- **Identify** curriculum, professional development, support service, and engagement activity needs;
- **Map** current "student experience" from recruitment to graduation; and
- **Establish** clear diversity-related expectations for faculty, staff, administrators, and students.

Developing Resources:

- **Establish** web-based clearinghouse of diversity-related resources for faculty, staff, administration, and students;
- **Launch** campaign to increase diversity awareness and inclusion of all campus community members;
- **Infuse** diversity-related content into marketing materials;
- **Complete** comprehensive review of Daemen College courses related to diversity content; and
- **Engage** in planning to improve student support services.

Engaging in Action:

- **Facilitate** diversity-related course development;
- **Host** diversity-related professional development trainings;
- **Support** student engagement opportunities via trainings, panel discussions, events, and activities;
- **Establish** campus leadership in diversity awards;
- **Implement** and **evaluate** improvements in student support services.

Goal Area: Campus Culture

Nurture the development of a campus culture that supports and affirms all its members.

Supervisory Roles / Persons within Institution involve: VP for Institutional Advancement, Chief Information Officer, VP for Student Affairs

Action	*Responsible Parties*	*Activities*	*1-3 Months*	*3-6 Months*	*6-9 Months*	*9-12 Months*	*12-15 Months*
Build CDI Infrastructure	Council for Diversity and Inclusion (CDI); Daemen College Administration	Develop CDI strategic plan and resource budget; Secure administrator support for its implementation and funding for related activities; Establish CDI Subcommittees (Curriculum; Professional Development; Support Services; Student Engagement); Identify key subcommittee goals, responsibilities, and leadership; Determine mechanisms for tracking and reporting progress on strategic plan and committee activities	X				
Support CDI Subcommittee **Outreach** Activities	Council for Diversity and Inclusion (CDI); CDI Subcommittees	Provide needed assistance to CDI Subcommittees as they engage in outreach and information gathering among Daemen College Faculty, Staff; Administration; and Students; Assist in review of feedback and identification of critical needs related to curriculum, professional development, support services, and engagement activities	X	X			
Develop "One Daemen" Website	Council for Diversity and Inclusion (CDI); Website Designer; Marketing Team	Establish "One Daemen" website as a clearinghouse of diversity-related content for Daemen College faculty, staff, administration, and students; Develop resource pages for curriculum development, professional development, and student engagement; Maintain calendar highlighting diversity-related events and activities on and off campus.		X	X		
Launch "One Daemen" Campaign	Council for Diversity and Inclusion (CDI); Marketing Team	Design campus-wide campaign to increase awareness of diversity at Daemen College and support inclusion of all members of the campus community; Create support materials; Solicit feedback from faculty, staff, administrators, and students on content and messaging; Launch "One Daemen" campaign (Fall 2018) with planned activities (Professional Development Training Series; Student Diversity Initiative) taking place throughout the year; Evaluate participant experience		X	X		
Prepare Diversity Vignettes	Council for Diversity and Inclusion (CDI); Marketing Team; IT Team	Develop a series of short vignettes (videos, essays) by campus community members sharing what "One Daemen" means to them and the importance of diversity on campus; Incorporate vignettes into "One Daemen" website; Post throughout campus via print materials and include on social media			X	X	
Infuse "One Daemen" Into **Marketing** Material	Council for Diversity and Inclusion (CDI); Marketing Team	Incorporate "One Daemen" campaign into Daemen College materials used for student recruitment and marketing of programs; Highlight "One Daemen" campaign as part of Open Houses, Transfer Nights, and Orientations; Engage local media regarding "One Daemen" campaign and campus-wide diversity activities and events				X	X
Evaluate Overall Progress	Council for Diversity and Inclusion (CDI)	Use tracking and reporting mechanisms to determine overall progress on CDI Strategic Plan implementation; Identify key areas of growth and development as well as areas in need of improvement; Establish plans for continuation of activities					X

Goal Area: Curriculum

Identify opportunities to strengthen diversity-related content in the Daemen College curriculum.

Supervisory Roles / Persons within Institution involve: VP for Academic Affairs

Action	*Responsible Parties*	*Activities*	*1-3 Months*	*3-6 Months*	*6-9 Months*	*9-12 Months*	*12-15 Months*
Form CDI Curriculum Subcommittee	Council for Diversity and Inclusion (CDI); CDI Curriculum Subcommittee	Establish Curriculum Subcommittee; Define subcommittee goals, responsibilities, and leadership; Assign CDI members to serve on subcommittee based on strengths or interests; Identify external participants (as needed or desired)	X				
Engage Faculty Regarding CDI and Diversity Statement	CDI Curriculum Subcommittee	Develop plan to engage in outreach to Daemen College faculty regarding the Council for Diversity and Inclusion (CDI) and its Diversity Statement; Create support materials; Schedule meetings; Solicit feedback from faculty regarding curriculum, training needs, student supports, and campus-wide activities; Compile information secured through outreach into resource documents	X	X			
Provide Feedback Related to Daemen Curriculum Revision	CDI Curriculum Subcommittee	Participate in discussions on general education curriculum revision; Share initial feedback secured from faculty regarding curriculum, training needs, and campus activities; Ensure inclusion of diversity-related content in revised general education curriculum		X	X		
Complete Comprehensive Review of Daemen College Courses	CDI Curriculum Subcommittee	Determine goals and develop plan for completion of comprehensive curriculum review related to diversity content; Identify information needs and/or data collection strategy; Secure and review syllabi from existing Daemen College courses; Identify diversity-related content and level of coverage; Determine content gaps as well as areas in need of improvement		X	X		
Share Results from Comprehensive Curriculum Review	CDI Curriculum Subcommittee; Daemen Faculty and Administrators	Prepare report to be shared with faculty and administrators related to diversity-related content in current curriculum; Make recommendations for specific improvements and resources needed; Host forums to discuss recommendations; Include on "One Daemen" website and calendar; Identify possible development opportunities at the departmental- and/or program-level			X	X	
Provide Resources to Support Diversity-Related Curriculum Development	CDI Curriculum Subcommittee	Identify key resources needed to support inclusion of diversity-related content into overall curriculum (including readings; films; sample syllabi; assignments, discussion board questions; activities); Curate and maintain Faculty-Curriculum Resource Page on "One Daemen" Web-Based Clearinghouse				X	X
Actively Support Faculty Course Development	CDI Curriculum Subcommittee; Vice President for Academic Affairs	Communicate resource needs to Daemen College Administrators; Secure funding to support faculty course development in form of release time, stipends, participation in specialized training, and support for conference attendance; Track course and overall curriculum development; Evaluate progress on addressing existing gaps and areas in need of improvement within curriculum				X	X
Host **Curriculum Development** Sessions for Faculty	CDI Curriculum Subcommittee (in consultation with CDI Professional Development Subcommittee)	Host special faculty professional development trainings to support inclusion of diversity-related content into overall curriculum; Sessions should include overview of Comprehensive Curriculum Review Document and discussion of available faculty resources (e.g., Faculty-Curriculum Resource page, funding, etc.); Include on "One Daemen" website and calendar				X	X

Goal Area: Professional Development

Increase training on diversity based on identified needs and expectations.

Supervisory Roles / Persons within Institution involve: VP for Academic Affairs, VP for Student Affairs, Treasurer

Action	*Responsible Parties*	*Activities*	*1-3 Months*	*3-6 Months*	*6-9 Months*	*9-12 Months*	*12-15 Months*
Form CDI Professional Development Subcommittee	Council for Diversity and Inclusion (CDI); CDI Professional Development Subcommittee	Establish Professional Development Subcommittee; Define subcommittee goals, responsibilities, and leadership; Assign CDI members to serve on subcommittee based on strengths or interests; Identify external participants (as needed or desired)	X				
Engage Staff and Administrators Regarding CDI and Diversity Statement	CDI Professional Development Committee (in consultation with CDI Support Services Subcommittees)	Develop plan to engage in outreach to Daemen College staff and administrators regarding the Council for Diversity and Inclusion (CDI) and its Diversity Statement; Create support materials; Schedule meetings; Solicit feedback from staff and administrators regarding training needs, student supports, and campus-wide activities; Compile information secured through outreach into resource documents	X	X			
Establish Diversity-Related **Expectations**	CDI Professional Development Subcommittee (in consultation with CDI Support Services Subcommittee)	Drawing on feedback secured from faculty, staff, administrators, and students, develop set of expectations for how Daemen College employees are expected to comport themselves regarding delivery of service to diverse populations; Identify key goals for professional development; Determine how progress toward goals will be evaluated; Introduce expectations as part of Professional Development Training Series	X	X			
Launch 2018-2019 Diversity-Related Professional Development Training Series	CDI Professional Development Subcommittee	Determine focus for 2018-2019 Diversity-Related Professional Development Training Series based on feedback from faculty, staff, administrators, and students; Identify theme, speakers, and schedule (including Kick-Off Event and Bi-Monthly Trainings); Determine overall budget; Propose series to Daemen College administration and/or external funders; Secure necessary support and resources; Share "Save the Date" for Kick-Off and Bi-Monthly Trainings with faculty, staff, and administrators; Include on "One Daemen" website and calendar; Implement series; Evaluate participant experience		X	X	X	X
Support Diversity-Related Professional **Development**	CDI Professional Development Subcommittee	Identify key resources needed to support Diversity-Related Professional Development (including readings; films; curricular resources; discussion boards; activities); Curate and maintain Professional Development Resource Page on "One Daemen" Web-Based Clearinghouse		X	X	X	X
Host Special Interest Professional **Development** Opportunities	CDI Professional Development Subcommittee	Identify opportunities to address emerging needs of faculty, staff, and administrators through trainings, panel discussions, etc.; Topics may include, but are not limited to: Improving diversity within search committees; Addressing micro-aggression in the classroom and beyond; Improving the classroom environment for diverse students; Engaging critical conversations; Implement Special Interest Development Opportunities; Include on "One Daemen" website and calendar; Evaluate participant experience			X	X	X
Establish Campus Leadership in Diversity **Awards**	CDI Professional Development Subcommittee; Daemen Administrators	Establish campus awards for Leadership in Diversity; Determine selection criteria for individual employee, academic department, and campus program awards based on diversity-related expectations; Coordinate nomination process and review; Present award at high profile campus-wide event; Include on "One Daemen" website and calendar				X	X

Goal Area: Support Services

Ensure high quality experience for all students and their families.

Supervisory Roles / Persons within Institution involve: VP for Student Affairs, VP of Enrollment and Dean of Admissions

Action	*Responsible Parties*	*Activities*	*1-3 Months*	*3-6 Months*	*6-9 Months*	*9-12 Months*	*12-15 Months*
Form CDI Support Services Subcommittee	Council for Diversity and Inclusion (CDI); CDI Support Services Subcommittee	Establish Support Services Subcommittee; Define subcommittee goals, responsibilities, and leadership; Assign CDI members to serve on subcommittee based on strengths or interests; Identify external participants (as needed or desired)	X				
Engage Staff Leaders Regarding CDI and Diversity Statement	CDI Support Services Subcommittee (in consultation with CDI Professional Development Subcommittee)	Develop plan to engage in outreach to Daemen College staff and administrators regarding the Council for Diversity and Inclusion (CDI) and its Diversity Statement; Create support materials; Schedule meetings; Solicit feedback from staff and administrators regarding training needs, student supports, and campus-wide activities; Compile information secured through outreach into resource documents	X	X			
Establish Diversity-Related Expectations	CDI Support Services Subcommittee (in consultation with CDI Professional Development Subcommittee)	Drawing on feedback secured from faculty, staff, administrators, and students, develop set of expectations for how Daemen College employees are expected to comport themselves regarding delivery of service to diverse populations; Identify key goals for professional development; Determine how progress toward goals will be evaluated; Introduce expectations as part of Professional Development Training Series	X	X			
Develop "Student Experience" Map	CDI Support Services Subcommittee	Use CDI SWOT Analysis and feedback from faculty, staff, administrators, and students to develop map of the "Daemen College Student Experience" including: Recruitment/Orientation, Arrival at Daemen; Academics; Student Life; Student Supports; Graduation; Identify key areas of concern related to support services provided to students (especially first generation and/or underrepresented students); Determine which departments, programs, or services may be able to address key areas of concern		X	X		
Engage in **Planning** to Improve "Student Experience"	CDI Support Services Subcommittee; Daemen Staff and Administrators	Identify key players within departments, programs, or services with whom to discuss "Daemen College Student Experience" map; Create support materials; Schedule meetings; Facilitate discussions related to key areas of concern; Identify low-cost or no-cost solutions to address areas of concern; Determine budget for solutions with costs associated with them			X	X	X
Support Service Improvement Efforts	CDI Professional Development Subcommittee	Identify key resources needed to support service improvement efforts (including examples from other colleges and universities; best practice documentation; planning resources); Provide information and/or links to available support services; Curate and maintain Support Services Resource Page on "One Daemen" Web-Based Clearinghouse		X	X	X	X
Implement Action Plans	CDI Support Services Subcommittee	Work with key players within Daemen College departments, programs, or services to prioritize and develop brief action plans to improve support services; Determine mechanisms for tracking and reporting progress on support service improvements; Implement plans			X	X	X
Evaluate Progress	Council for Diversity and Inclusion (CDI); CDI Support Services Subcommittee	Track overall progress on support service implementation; Evaluate success of interventions; Identify key areas of growth and development as well as areas in need of improvement; Establish plans for continuation of activities; Advocate for additional resources (as needed)					X

Goal Area: Student Engagement

Enrich student experience and grow leadership by infusing diversity into events, activities, and support for student clubs.

Supervisory Roles / Persons within Institution involve: VP for Student Affairs

Action	*Responsible Parties*	*Activities*	*1-3 Months*	*3-6 Months*	*6-9 Months*	*9-12 Months*	*12-15 Months*
Form CDI Student Engagement Subcommittee	Council for Diversity and Inclusion (CDI); CDI Student Engagement Subcommittee	Establish Student Engagement Subcommittee; Define subcommittee goals, responsibilities, and leadership; Assign CDI members to serve on subcommittee based on strengths or interests; Engage Student Diversity Ambassadors; Identify external participants (as needed or desired)	X				
Train Student Diversity Ambassadors	CDI Student Engagement Subcommittee; Student Diversity Ambassadors	Provide Student Diversity Ambassadors training (as needed) on how to facilitate conversations about diversity issues and secure feedback from fellow students; Engage practice role plays	X				
Engage Students Regarding CDI and Diversity Statement	CDI Student Engagement Subcommittee	Develop plan to engage in outreach to Daemen College students (e.g., Resident Life; Athletics; Class; Clubs) regarding the Council for Diversity and Inclusion (CDI) and its Diversity Statement; Create support materials; Schedule meetings; Solicit feedback from students regarding curriculum, training needs, student supports, and campus-wide activities; Compile information secured through outreach into resource documents; Recruit Student Diversity Ambassadors	X	X			
Launch 2018-2019 Student Diversity Initiative	CDI Student Engagement Subcommittee	Determine focus for 2018-2019 Student Diversity Initiative based on feedback; Identify theme, speakers, and schedule (including Kick-Off event, activities); Determine overall budget; Propose series to Daemen College administration and/or external funders; Secure necessary support and resources; Share information about Student Diversity Initiative with students, faculty, staff, and administrators; Include on "One Daemen" website and calendar; Implement initiative; Evaluate participant experience		X	X	X	X
Provide Supplemental **Resources** to Support Student Engagement	CDI Student Engagement Subcommittee (in consultation with other CDI Subcommittees)	Identify key resources needed to support Student Engagement (including readings; videos; suggested activities or events; tips for increasing diverse student involvement in clubs and activities); Curate Student Engagement Page Resource Page on "One Daemen" Web-Based Clearinghouse		X	X	X	X
Host Special Interest Student Engagement **Opportunities**	CDI Student Engagement Subcommittee	Identify opportunities to address emerging needs of students through trainings, panel discussions, events, activities, etc.; Topics may include, but are not limited to: Diversity/Leadership training; Club Moderator training; Recruiting diverse student members; Improving collaboration among student groups; Planning and/or Facilitation Training; Diversity Film Series; Privilege Walk Exercises; Include on "One Daemen" website and calendar			X	X	X
Support Special Interest and/or Population Clubs	CDI Student Engagement Subcommittee	Support special interest and/or population clubs in planning and facilitation of high visibility activities and events that support diversity on campus including but not limited to: ALHANA; African Student Association; American Association of University Women (AAUW); Black Student Union; Brother 2 Brother; Chinese Culture Club; Club Caribana; Hispanos y Latinos Unidos; Multi-Cultural Association; Pride Alliance; Sister 2 Sister; Include on "One Daemen" website and calendar				X	X
Establish Student **Leadership** in Diversity **Awards**	Council for Diversity and Inclusion (CDI); CDI Student Engagement Subcommittee; Daemen Administrators	Establish campus awards for Student Leadership in Diversity; Determine selection criteria for individual student and club based on diversity-related expectations; Coordinate nomination process and review; Present award at high profile campus-wide event; Include on "One Daemen" website and calendar				X	X

Materials for reference:

1) STEP annual report 2016-17
2) Campus Climate report 2015

Student Excellent & Persistence
Annual Report 2016-17

The Daemen **StEP** (**ST**udent **E**xcellence and **P**ersistence) Task Force was created in 2014 to guide data-informed opportunities for engagement, outreach and integration of services to support student success, retention, and persistence to graduation. Co-chaired by Dr. Greg Nayor, Vice President for Student Affairs, and Dr. Mimi Steadman, Associate Vice President for Institutional Effectiveness, the StEP Task Force is small and nimble by design, and collaborates with various offices across campus to lead data-informed student success initiatives. The StEP Task Force has also facilitated the institutionalization of student success programs started with funding from Daemen's five year, $2 million U.S. Department of Education Title III grant, which concluded in September 2016. The 3rd annual Retention Summit was held on August 29, 2016, followed by task force meetings in September, October and November 2016, and in February, March and April 2017. At each meeting, members review relevant data to identify areas of concern and design targeted interventions.

2016-17 StEP Task Force Members

1. Ms. Sabrina Fennell, Assistant Dean, Academic Support Services
2. Dr. Greg Ford, Chair, Physical Therapy
3. Dr. Doug Kalinowski, Chair, Natural Sciences
4. Ms. Kelly Monkelbaan, Executive Director, Enrollment Research
5. Ms. Stephanie Malinenko, Assistant Professor, Health Promotion
6. Dr. Shirley Peterson, Dean, Arts & Sciences
7. Mr. Alvin Roberts, Director of Diversity and Multicultural Affairs
8. Dr. Joanne Sadler, Assistant Professor, Education
9. Dr. Ron Schenk, Dean, Health & Human Services
10. Dr. Kevin Telford, Chair, Modern Languages
11. Ms. Ashley Tinkey, Assistant Professor, Visual & Performing Arts
12. Ms. Justine Tutuska, Chair, Health Promotion
13. Dr. Matthew Ward, Associate Professor, Natural Sciences
14. Ms. Beverly Weeks, Director, Arthur O. Eve HEOP
15. Mr. Frank Williams, Interim VP, Enrollment Management
16. Dr. Andrew Wise, Professor, History & Political Science

Theoretical Framework

The work of the StEP Task Force continues to be guided by institutional data, the Daemen Strategic Plan, and builds on the retention strategy model proposed by Beatty-Guenter (1994) as shown below in figure 1. Retention initiatives at Daemen span all

institutional divisions, and include the sorting, transforming, connecting, and supporting strategies in the Beatty-Guenter model. The work of the group continues to be focused upon the notion that retention and persistence are not a goal per se, but rather a byproduct of all the collaborative initiatives and efforts completed across the campus.

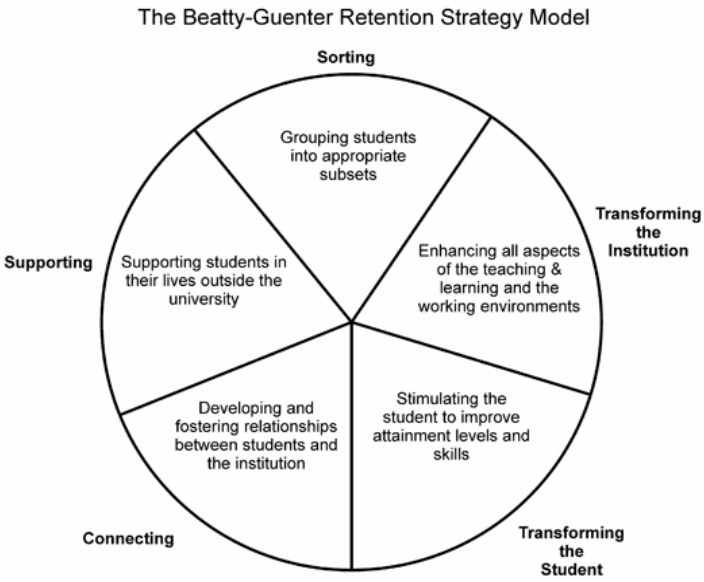

Figure 1. Beatty-Guenter (1994) Retention Strategy Model

Overview of 2016-17

As in prior years, the group examined retention and persistence trends over time, with further analysis by subpopulation (race, admissions status, athletics participation, etc.). These data are summarized in the accompanying 2016-17 StEP Data Summary. There are several important takeaways to note from these data:

1. Total headcount for the institution continues to decrease due to smaller entering cohorts and larger graduating classes (i.e. higher graduation rate).
2. First-Year Retention (FYR) has increased slightly to 79.4%, which exceeds the Title III goal of 78%.
3. The average FYR over a 5-yr period continues to increase from 77.4% to 78%, which is a positive, upward trend.
4. Sophomore Year Retention (SYR) has decreased slightly (67.1%) from the prior year which reflects the similar decrease in FYR from the 2014 cohort.

5. 4-year and 6-year graduation rates continue to climb, to 42% and 55.5%, respectively. The former was affected by a change in degree awarding enabling PA students to receive a Bachelors of Natural Science degree after 4 years as opposed to two degrees in 5 years; this change did not affect the latter. The increase in 6-yr graduation rate exceeds the Title III goal of 55%.

Table 1.

Total Retention and Persistence Data (Fall 2015 Cohort)

				Continuation Rates		Cumulative Graduation Rates			
Cohort Type	Cohort Year	Head Count	Average SAT	% cont. to 2nd Yr	% cont. to 3rd Yr	% Grad. in 4 yrs	% Grad. in 5 yrs	% Grad. in 6 yrs*	% Grad. in 7 yrs
Total	2006	368	1021	69.8%	54.6%	27.2%	44.0%	48.4%	49.5%
Total	2007	361	1021	70.6%	58.2%	27.4%	46.0%	49.3%	50.7%
Total	2008	405	1015	74.8%	56.5%	27.2%	43.2%	47.4%	49.4%
Total	2009	400	1013	70.6%	57.1%	25.7%	44.4%	49.1%	
Total	2010	440	1018	76.6%	64.8%	33.9%	52.3%	55.5%	
Total	2011	434	1017	76.0%	62.9%	30.2%	51.2%		
Total	2012	438	1022	74.9%	66.0%	42.0%			
Total	2013	409	1034	81.4%	70.4%				
Total	2014	419	1028	78.5%	67.1%				
Total	2015	384	1035	79.4%					

Sub-Population Analysis

The StEP Task Force also continues to examine sub-populations including conditional admits and under-represented minorities. Thanks in large part to the work of Admissions in reducing by half the number of conditional admits over the last 10 years, from 68 in 2006 to 34 in 2015, there is a less of an overall effect on retention and persistence. Conditional admits still graduate at a lower rate (27.9%) than regular admits (58.4%) over a 6-yr period.

Table 2 reflects the overall persistence of under-represented minority populations which comprises approximately 18% of the campus population, a trend that will continue as reflected by national shifts in student demographics.

Table 2.

Retention and Persistence Data for URMs (Fall 2015 Cohort)

Cohort Type	Cohort Year	Head Count	Average SAT	Continuation Rates		Cumulative Graduation Rates			
				% cont. to 2nd Yr	% cont. to 3rd Yr	% Grad. in 4 yrs	% Grad. in 5 yrs	% Grad. in 6 yrs*	% Grad. in 7 yrs
White	2006	315	1037	70.5%	55.2%	30.8%	46.3%	49.5%	50.5%
White	2007	299	1041	70.6%	59.2%	29.4%	48.5%	51.8%	53.2%
White	2008	324	1046	75.6%	59.6%	30.6%	46.6%	51.5%	53.7%
White	2009	317	1042	70.0%	57.7%	28.4%	46.4%	51.7%	
White	2010	314	1046	77.7%	66.9%	37.9%	56.1%	59.2%	
White	2011	335	1050	77.3%	65.1%	36.1%	54.9%		
White	2012	319	1066	75.5%	66.5%	46.7%			
White	2013	299	1067	82.3%	72.6%				
White	2014	322	1052	79.8%	69.3%				
White	2015	275	1063.7	79.6%					
UR Minorities	2006	48	923	66.7%	50.0%	8.3%	29.2%	41.7%	41.7%
UR Minorities	2007	57	920	68.4%	49.1%	19.3%	33.3%	36.8%	38.6%
UR Minorities	2008	71	864	71.8%	47.9%	12.7%	31.0%	32.4%	33.8%
UR Minorities	2009	55	875	81.8%	56.4%	10.9%	34.5%	38.2%	
UR Minorities	2010	69	883	69.6%	55.1%	20.3%	34.8%	39.1%	
UR Minorities	2011	75	880	74.7%	57.3%	9.3%	40.0%		
UR Minorities	2012	104	886	71.2%	62.5%	27.9%			
UR Minorities	2013	78	916	79.5%	66.7%				
UR Minorities	2014	89	927	74.2%	61.8%				
UR Minorities	2015	84	925	75.0%					

There are several important takeaways from these data as well:

1. The total number of URM students is relatively small. This small "n" results in a fluctuation in rates from one year to the next and highlights the importance of every student in the College's retention efforts.

2. Progress is being made with URM graduation rates with an increase to 27.9% of URM students graduating in 4 years, as compared to 9.3% and 20.3% for 2011 and 2010 cohorts, respectively, and 39% graduating in 6 years, as compared to 38% and 32.4% for 2009 and 2008 cohorts, respectively.
3. The 4-year (46.7%) and 6-year (59.2%) graduation rates for White students is still significantly ahead of the rates for URMs.
4. Specific, targeted approaches are needed for these populations. Examples of efforts from 2016-17will be discussed further in this report.

The efforts of the StEP Task Force continue to focus on engagement, an effective strategy well reflected in the literature. An example of this is student athletes who retain and graduate at a higher rate (86.8% and 77%, respectively, for the 2015 cohort) when compared to all full-time, first year students (79.4% and 55.5%, respectively).

Mid-Year Retention

A key project for 2016-17 was a study of mid-year attrition conducted in February 2017. The StEP team looked at trends over time, academic performance of students who left, and students' reasons for leaving as reported on the Daemen Exit Survey.

Table 3.

Mid-year Attrition for Entering First-year Cohorts 2009-2016.

	Fall FY	**Spring Return**	***Attrition***	***% NOT RETURNING***	***Retention to Sophomore Year***
2009-10*	402	349	53	13%	70.6%
2014-15*	420	379	40	9.5%	78.5%
2015-16	384	356	28	7.3%	79.4%
2016-17	392	348	44	11%	
Average	400	358	41	10.2%	

Table 4.

Academic Performance of FT, FT, FY Students (Fall 2016)

	Not Enrolled Spring 2017 ***N=44***	**Enrolled Spring 2017** ***N=348***
Average GPA	2.035	3.001
Median GPA	2.454	3.172
% Dean's List (>3.3)	13.6%	40.5%
% Academic Probation (<2.0)	43.2%	8.9%

Using the Daemen Exit Survey, the StEP Task Force analyzed reasons provided by the first-time, full-time, first-year students who left the college in Fall 2016 (FFF16) and completed an exit survey (n=26 out of 44 who departed) as compared to all students who had completed the exit survey since January 2014 (n=304).

The top 10 reported reasons for departure are listed below, with the respective percentages of FFF2016 and all students who selected this reason.

1. *I think I can get an education for less money somewhere else* (81% vs 59%)
2. I have changed my career plans (62% vs 60%)
3. *Desired major was not offered* (50% vs 31%)
4. *I do not have enough money to continue in school* (46% vs 36%)
5. *I didn't feel like I fit in* (42% vs 24%)
6. I am not doing well in my courses (35% vs 34%)
7. *I wanted to live closer to home* (35% vs 21%)
8. My grades were not as good as I expected (27% vs 35%)
9. *I had problems with my roommate* (27% vs 12%)
10. Financial aid was inadequate (27% vs 26%)

The italicized items represent a 10 percentage point or more difference between FFF2016 students and all who completed survey. Note that only 7 of the 19 students who had a GPA below a 2.0 completed the Exit survey, so academic difficulty as reason for leaving may be underreported in the list above. Students with academic difficulties may be underrepresented among survey respondents because they may have been

notified of suspension over break and were not on campus to complete an Exit Survey. Some of the areas rated higher for FFF2016 students may be issues that are more likely to affect first year students (e.g., homesickness and roommate issues).

Among the departing FFF2016 students, 27/44, or approximately two thirds, had an EFC (expected family contribution) of $3000 or less, suggesting possible financial challenges associated with paying for college. Over 80% of those departing were planning to attend other colleges, many citing more affordable two- and four-year public institutions in the region.

When asked on the Exit Survey, "Is there anything that Daemen College could have done that would have encouraged you to stay?," 18/36 students responded that there was nothing that Daemen could have done. For example, one student wrote: "Nothing, because Daemen did everything they could to help me, it was something that could not be helped unless I went home." Thirteen students left this question blank, and five students provided feedback on how Daemen might have been different in issues such as cost and academic difficulty. Even though students were leaving, Exit Survey responses suggested that many departed with a generally positive impression of the college. As one student noted, "Daemen is a wonderful school with a small and close-knit community. I really enjoyed my time here."

Transfer Students

For the first time, the College analyzed the persistence of transfer students (6-yr 6-yr graduation rates of those students who entered as a part of the 2007 cohort and graduated by 2013). It is important to note the following regarding the transfer student profile at Daemen College:

1. Transfer students comprise 16% of all incoming undergraduate (UG) students, 13% of all incoming full-time students, and 29% of all incoming part-time students.
2. The largest population of transfers comes from the Nursing program, which accounts for 93% of all incoming, part-time transfers and 40% of the entire transfer population.
3. Accounting students (25%) comprise the largest population of entering full-time transfer students, followed by Health Studies (7%), Business, PT and Psych (4%), and then all other majors (17%).

4. One-third of incoming transfers come from 4-year institutions of higher education (IHEs), one-third from 2-year IHEs with an earned Associates degree, and one-third from 2-year IHEs without an earned Associates degree.

Table 5 reflects persistence data of this population.

Table 5.

Transfer Degrees award at six years (2007-2013)

Award Status at Six Years Directions: Refer to 2015-16 Survey Materials' Instructions for Award Status at Six Years.						
	2007 cohort	Revised 2007 cohort (through August 31, 2013)	Exclusions to 2007 cohort (through August 31, 2013)	Adjusted 2007 cohort	Awarded by your institution (through August 31, 2013)	Percent of adjusted cohort who received an award from your institution by August 31, 2013
First-time entering						
Full-time	361	361	0	361	178	49
Part-time	2	2	0	2	1	50
Non-first-time entering						
Full-time	177	177	1	176	107	61
Part-time	66	66	0	66	45	68

Source: IPEDs

There are two (2) important takeaways to understand from these data and the institutional profile of transfer students:

1. The 6-yr graduation rate for full-time transfers with degree awarded for the 2007 cohort through August 31, 2013 is 61% as compared to 49% for full-time, first time students.
2. Similarly, the 6-yr graduation rate during the same time period for part-time transfer students is 68%, as compared to 50% for part-time, first time students.

It is important to note that the 6-year graduation rates for transfer students do not include years studying at other colleges prior to enrollment at Daemen

Summary

It is evident from these data that the work of the Title III grant and the StEP Task Force has had a significant effect on retention and persistence rates at the College. Using findings from data reviewed over the past three years (2014-17), members of the StEP Task Force have identified issues and student sub-populations upon which to focus

programmatic and policy-related decision making. Various departments across campus have implemented new or refined existing initiatives for student success, which are listed below.

New Campus-wide Initiatives Supporting Student Success

The list below comprises campus-wide initiatives spanning the academic years 2015-16 and 2016-17 that the Task Force believes will manifest in greater student success and as a result, higher retention and persistence rates.

Student Life:

1. Construction and opening of the CHIP (Counseling, Health, Insurance, and Prevention) Center, a new centralized approach of "promoting wellness by empowering students to be well-informed and self-directed participants in their lifestyle and healthcare choices." Based on industry standards for the Association of University and Counseling Center Directors (AUCCCD), Daemen College has also expanded mental health staff to include a second, full-time (10 month) counselor as well as an additional contracted counselor who also is a Veteran.
2. Creation of Diversity Ambassadors to conduct specific campus climate and culture training for bystanders, beginning in the summer of 2016 and expanding to a more comprehensive program with Crisis Services of Buffalo for the summer of 2017.
3. Implementation of **DiversityEdu** (funded through Title III), an online system of diversity training for faculty and staff, as well as students who have been involved in incidents that has required training and education in diversity.
4. Pilot of **Student Success Assessment using Qualtrics** survey tool conducted by the Director of Diversity & Multicultural Affairs. 102 out of 278 African American (including Afro-Latino), plus Hispanic/Latinx, HEOP, AAA and Vision students) completed the survey. Results will be used to target specific students and inform outreach and interventions.
5. Hosted inaugural Daemen ALHANA graduation reception, and provided ALHANA stoles to 2017 graduates. ALHANA student and family welcome reception is also planned for Orientation 2017.
6. Launched Wildcat Welcome (funded through Title III), an online tool that reinforces key information introduced at New Student Orientation for students and families.

7. Relocated (in July 2017) Veteran Services to Student Affairs and under the Office of Diversity and Multicultural Affairs to put more of a student focus on their needs. At the writing of this report, there are close to 90 Veteran or military aligned students (MAS). The goal is to stabilize the needs of that population, install one-stop services, and then work to significantly increase numbers.
8. Reimagined parent and family orientation to reduce "talking heads" and create more engaging and interactive sessions. Additionally, with a focus on supporting the transition of first-generation and URM students, created a new parents and family guide in English AND Spanish to provide a singular source to families attending Daemen College.

Academics, Courses and Majors:

9. Development of an Inclusive Excellence STEM initiative by science and math faculty, featuring a **First Year Learning Community for science majors placed in developmental math**.
10. Launched **EdReady, a self-paced, online math program** designed to assess readiness for college-level math and provide customized lessons to strengthen targeted skills areas. All students placed in Math 97 will be invited to participate (at no cost to student) in EdReady to strengthen math skills and possibly improve Math Placement in the fall.
11. Piloted a **course for first year Undeclared Students** in Spring 2016, *ES 147: Major and Career Discovery* (by Academic Advising); 71% of participating students returned in Fall 2016 with declared majors. Added Peer Mentor, a formerly Undeclared Student, to the course.
12. Instituted **24/7 library study hours** during final exam period in December 2016 and May 2017.
13. Restructured **Physician Assistant curriculum** to allow for a **conferral of the BS** in Year 4, rather than a joint BS/MS in year 5. The first cohort of PA students earning a BS degree in year 4 graduated in May, 2016. With this change, Daemen's **four year graduation rate increased from 30.2% to 42%** for the entering cohorts of 2011 and 2012, respectively.
14. Created and assessed **late start courses** for students who need to withdraw from a course but need to maintain a minimum number of credits (initially funded through Title III). Since Fall 2015, **seven late start courses have served 82 students in four semesters**, 45 of whom added the course after add/drop. Overall, 78.2% of students who took late start courses remained enrolled at the college (or had graduated) the semester following.

15. Approval by EPC of Phase 1 and Phase 2 **proposal for a BA in Biology** (45 credits in the major as compared to 60 credits in the major for the existing BS) as a more flexible alternative for students for whom the BS inhibits progress toward degree.

Advising and Registration Infrastructure:

16. Refined and increased adoption of **Returning Student Registration Search tool,** which enables faculty advisors to see which of their advisees have failed to register for the upcoming semester.
17. **Improved the course registration process** (IT and the Registrar) and implementing **Ellucian Colleague Student Planning Tool** (through Title III and IT funding). Student Planning uses pre-loaded program plans to put students on a path for timely completion. From 2014 to 2017, student satisfaction with registration has increased from an average of **3.28** to an average of **5.70** using WebAdvisor and an average of **5.94** using Student Planning on our registration survey.
18. Trained students and faculty advisors on the implementation of new Student Planning Tool. Academic Advising held **50 training workshops** during the 2016-17 academic year **with over 400 students and 51 faculty** advisors in attendance.
19. Restructured Student Success Center to streamline services under new reporting configuration to one supervisor, **Assistant Dean of Academic Support Services.**

Other:

20. **Reimagined Convocation** to be a true first-year student and their families event to occur on the Saturday of move-in. The new event will truly serve as a bookend to Commencement and allow students and their families to celebrate this new experience.
21. Expanded **Sophomore Year Experience** programming. Inaugural Sophomore Social at Daemen House in Spring 2016 was followed by Sophomore Luncheon in September 2016 and Sophomore Social in Wick in Spring 2017.
22. **Relocated the Animation program** from the Tri-Main Center back to campus proper to ensure proper engagement of all students on the campus.
23. **Established Student Cares Account**, in partnership with Institutional Advancement, through the Daemen Day of Giving that provide funding for the CARE Team to award small amounts of money to students who are in need of supplies or other things in times of stress.
24. **Hosting the 4rd Annual Retention Summit** August 2017

Student Excellent & Persistence
Annual Report 2016-17

Summary

For the 2017-18 academic year, the STEP Task Force will work on expanding and sustaining the initiatives above, along with planning for new data-informed strategies developed at 4rd annual Retention Summit hosted August 24, 2017. With co-chair Dr. Mimi Steadman assuming the role of Vice President for Academic Affairs at D'Youville College, the StEP Task Force will need to shift its leadership with a complement from enrollment while ensuring that academic affairs are still featured prominently in the work of the group.

Daemen College 2014 Campus Climate Report

Results and Recommendations from

2014 Faculty/Staff Campus Climate Survey and Group Discussions

Prepared by Heather Jenkins, Ph.D.

February 2015

This research project, in support of Daemen Strategic Plan and Title III goals to increase retention and graduation rates of underepresented minority student, was funded by a US Department of Education Title III Strengthening Institutions Grant.

Contents:

Executive Summary	p. 3
Methodology	p. 6
Survey & Discussion Group Findings	p. 7
Recommendations for Continued Action	p. 23

Daemen College 2014 Campus Climate Report

Results and Recommendations from

2014 Faculty/Staff Campus Climate Survey and Group Discussions

Prepared by Heather Jenkins, Ph.D.

February 2015

Executive Summary

The Daemen Faculty/Staff Campus Climate Survey was administered in the spring of 2014 with a 48% response rate among faculty and staff; all were invited to participate via email invitation. The survey participants were equally distributed among those identifying as faculty and those identifying as staff or administration. The only person to view and work with the raw data was the consultant to ensure anonymity of the respondents. The survey data were disseminated and discussed via small group discussions facilitated by the consultant.

The majority of people who responded to the survey took the time to add detailed comments. In doing so they either expanded on a survey response or provided an example of a pressing issue. The majority of respondents were conflicted about their assessment of Daemen's complicated relationship with diversity. They would say that they "Agree" with a statement indicating that Daemen values, supports, embraces diversity—this agreement indicates a strong belief that Daemen wants to be and intends to be these things. However, they also recognize that Daemen has not followed its good intentions with committed actions. The group discussion members overwhelmingly agree with the sentiments expressed through the survey.

The comment portions of the survey are particularly compelling. The people who submitted comments that are less than favorable would not have taken the time to do so, and with such care and detail, if they believed that their comments would not be considered. They believe that Daemen has good intentions in general, and with regard to the use of this survey. Similarly, the discussion group participants found the discussion session initiative to be a positive step in the right direction. However, they noted that if no further actions come out of the data collection, many people will be dissatisfied.

Those who responded to the survey are highly in favor of consistent and sustained action that fully integrates diversity and inclusivity into the fabric of the Daemen community. The discussion group participants strong agree and made numerous suggestions as to how this can be accomplished. These faculty and staff are highly in favor of sustained and meaningful diversity and multicultural education for faculty, staff, and students, education that is not only for those who choose to attend. They clearly see this as something that includes everyone at Daemen, not

simply those who are currently interested. The discussion group participants spent time thinking through possible forms of education to ensure that people feel they have choice and feel they are part of the process.

Another important area with regard to the survey responses and the discussion group sessions is that of the creation of a Multicultural Office. Several people mentioned the creation of an Office of Diversity/Multiculturalism with a full-time Director in their comments, even though there were no survey items specifically referencing such measures. This indicates a high level of desire for comprehensive diversity efforts that are campus-wide and explicit in nature. Discussion group participants agreed and focused on who would be in this role (meaning, where to find a person who has all of the skills and qualifications to meet all of the various needs) and whether or not this would be an "office of one" (meaning, would the Director have a staff and/or some sort of support system).

The following recommendations are detailed at the end of the survey data. Importantly, all recommendations stem from the survey results and the discussion group data. These are viewed as the most important items to address as the "next steps":

Spring 2015

- A student panel on diversity at Daemen
- Faculty/Staff education planning sessions
- Examining the academic calendar discussion sessions
- Discussion sessions examining what diversity means at Daemen

Fall 2015

- Administer a comprehensive student campus climate during the fall of 2014.
- Review the survey data with student focus groups

Fall 2016

- Begin the first phase of a comprehensive, campus-wide diversity and inclusivity education plan for faculty/staff and students during the spring of 2015
- Continue discussing the viability and sustainability of a Diversity/Multicultural Officer and Director

In closing, it is important to note that Daemen took on this campus climate project willingly (e.g. not as the result of an impending accreditation) as part of the recognition that students of color are few in number and many are not fully supported and retained. Daemen then recognized that campus culture and climate more broadly must be addressed as part of addressing the recruitment and retention of students of color. This is extremely important and should not be overlooked in the face of some not-so-positive feedback. All feedback is positive and productive as it gives Daemen a place to start and places to go.

A. Methodology

Survey Design: The 2014 faculty/staff climate survey was drafted by Dr. Heather Jenkins in early April 2014. It was then circulated for review on April 11, 2014 by Dr. Ron Schenk among a subset of members of the Equity & Diversity Initiatives Council who volunteered to provide feedback and suggested changes. A second draft was prepared incorporating the Council's feedback and suggestions, and demographic changes were also suggested by Daemen's Data Analyst to ensure that items were properly aligned with existing institutional demographic reporting categories.

Dr. Jenkins was initially asked to work with Daemen as a consultant as part of Diversity in the Health Professions initiative in 2011, and was subsequently approached during the summer of 2013 for possible assistance in support of Daemen's Strategic Plan and Title III goals to increase retention and persistence rates of underrepresented students. Dr. Jenkins recommended conducting a campus climate survey. A faculty/staff climate survey was also called for in the 2008-2013 Daemen Diversity Plan, but had not yet been completed. Prior to finalizing and administering the climate survey, Dr. Jenkins was invited to speak to Daemen faculty at the March 2014 Faculty Meeting.

The Survey was organized into the following sections:

1. General Campus Culture & Climate
2. Faculty/Staff Culture
3. Biased Language
4. Student Culture
5. Campus Leadership
6. Respondent Demographics

Survey Administration: The faculty/staff climate survey was administered electronically via Survey Monkey. All Daemen faculty/staff were invited to complete the survey via email to the employee-announce email list. Dr. Michael Brogan, VP of Academic Affairs, sent the email invitation and also a follow-up reminder on May 30th. Dr. Mimi Steadman, Title III Project Director, sent a final reminder on June 5th.

Participation: Although the end-of-semester and post-commencement timing of the administration of the climate survey was not ideal, the high level of faculty/staff participation was encouraging. One hundred seventy (170) faculty and staff completed the survey. During the 2013-2014 academic year, Daemen employed 132 full-time faculty and 223 other employees (114 were administrative level and 109 were staff). Taking into account the fluidity of a precise number of employees due to turnover, participation in the climate survey represents approximately 48% of full-time employees. Due to those who receive the "employee-announce" emails, some respondents may have been part-time employees.

Analysis: The survey data analysis was conducted entirely by Dr. Jenkins. The narrative open-ended comments were reviewed by Dr. Jenkins, prior to review with Daemen community members, to avoid inadvertently identifying survey participants through their confidential comments that may have identified the individual in some way.

Preliminary Sharing of Results: Following the initial draft of survey results, Dr. Jenkins shared her findings on July 2, 2014 with a small group of faculty and staff who were available on site. This group consisted of members of the DAC and EDIC, including: Ron Schenk, Mimi Steadman, Shawn Kelley, Pam Neumann, Joe Sankoh, Adriane Williams, and Beverly Weeks.

A second preliminary results discussion for DAC and EDIC members unable to attend the session on July 2nd was held on July 30th. This session included: Kathy Boone, Shirley Peterson, Isiah Marshall and Andrew Wise. A third session was held on August 11th for Vice Presidents Michael Brogan and Greg Nayor.

Communication with Campus Community: Small group dissemination and discussion sessions were held in October, November and December of 2014. These sessions were organized by academic departments and administrative units. Face-to-face dissemination, discussion and clarification of findings with Dr. Jenkins, rather than distribution via email, were planned to strategically ensure thoughtful and meaningful use of survey findings for initiatives that promote an inclusive campus climate. Dr. Jenkins also conducted the group discussion sessions without assistance from any Daemen administration or staff. The tape recordings of the group discussions were transcribed by Dr. Jenkins. She is the only person to hear the recordings. A written summary of the results was distributed to department heads. Dr. Jenkins agreed to meet with any faculty/staff member who wished to talk further in a private setting. One such meeting took place; it was a phone conference.

B. Survey & Discussion Group Findings

This section provides a summary of survey item responses and open-ended comments, followed in some sections by comments that emerged from small group discussions.

I. General Campus Culture & Climate

[1]Diversity at Daemen is: (respondents were allowed to select multiple answers)
Race, 87%
Ethnicity, 86%
Gender, 72%
Sexual Orientation, 68%
Religion, 67%
Socio-economic Status, 59%
Other: Disability and Age were frequently listed

Understanding diversity is a priority among faculty/staff.
24% Strongly Agree 53% Agree 21% Disagree 1.8% Strongly Disagree

Understanding diversity is a priority among students.
9.6% Strongly Agree 55% Agree 31% Disagree 4.2% Strongly Disagree

Daemen has a diversity/multicultural club or student group.
82% Yes 1.2% No 16.6% Not Sure

Daemen has a diversity/multicultural group for faculty/staff.
29% Yes 27% No 44% Not Sure
Of those who said "yes," most are not concretely aware of what the diversity group is, who is on it/part of it, and what it does:

12 comments such as:
I see emails about diversity, but that is all.
I can't recall them specifically, but I'm always hearing about something happening.

10 comments such as:
Diversity Action Committee (but not sure what it is).

7 comments such as:
We do not have an office or coordinator, which is a SERIOUS issue but other offices do partake in diversity programming and counseling for students.

10 comments:
Comments indicating that some have a better understanding of the DAC role on campus. Only two people mentioned EDIC.

[1] All survey items in this report are the original survey items.

3 comments such as:
Students have several clubs organized around cultural diversity. Similar groups do not exist for staff and may not be a priority.

Daemen has diversity or multicultural resources for faculty/staff and students.
27.7% Yes 22.4% No 50% Not Sure
Of those who said "yes," most are not concretely certain of what resources are available:

22 comments such as:
Not sure specifically.
I believe resources are available through [an office or various offices on campus], although I don't know specifically what they are.

General Comments after this section:

28 Comments such as:

Daemen speaks a good game but does not play it well. The college has definitely increased enrollment of a diverse population without the supports or other resources in place behind it.

I believe we all would benefit from more of the above. The intentions campus-wide are good, but more action would also be good.

I think that some people don't recognize where their prejudices are evident to different groups. So they *think* they are sensitive to this when they are not as sensitive as they might like to be.

I think a lot of what we do at the administrative/faculty level is little more than paying lip service to increasing diversity at the college.

Daemen College does not make understanding diversity a priority. There is no curriculum requirement, and the campus culture and environment are not conducive or welcoming of diversity, etc.

8 Comments such as:

Office of Diversity & Multiculturalism urgently needed.

I think resources may be available, but students are not aware of them or they feel that a department is for a specific group of students and they cannot utilize the resources or use

it as a support system. A Multicultural Office/Advisor is desperately needed. We are losing students because of this.

Recommend establishment of Multicultural and Diversity Office with full time staff position.

4 comments such as:

I've worked in several different institutions and, while Daemen has some work to do, it's better than other places I've been.

Daemen is welcoming and accepting.

45.2% Strongly Agree 45.2% Agree 8.9% Disagree 0.6% Strongly Disagree

I feel comfortable and valued at Daemen.

35% Strongly Agree 50% Agree 11.9% Disagree 3% Strongly Disagree

Daemen is a place where faculty/staff and students of different backgrounds can feel accepted and respected.

27.4% Strongly Agree 56.7% Agree 14% Disagree 1.8% Strongly Disagree

Daemen values and appreciates diversity in many forms.

23.5% Strongly Agree 53% Agree 21.7% Disagree 1.8% Strongly Disagree

There are several people who responded that they Strongly Agree or Agree who comments that indicate otherwise:

27 comments such as:

Daemen is extremely friendly and welcoming to visitors and students and staff. However, the community may not always realize how difficult it is for students who are "the only" or who differ in some way from what is perceived as mainstream.

Again, I believe we all would benefit from more of the above. The intentions campus-wide are good, but more action would also be good.

While there are many great people at Daemen, diversity training and respect for other cultures is needed for the staff and upper management.

I think Daemen wants to be a place that is welcoming to all but the reality is quite different. I believe that there is a start to becoming welcoming but it is a long way off.

While I do feel that most faculty, staff, and students are friendly, I could have answered #12 and #13 with "sometimes" or "not sure". It often depends on the context: I know students from diverse backgrounds do not feel accepted or respected by their faculty and peers; I know that many diverse faculty do not always feel accepted by their students.

We give a lot of lip service to diversity, but I think we're still really struggling to deliver. That said, I do feel we are a diverse body in general -- I'm just not sure we respect and foster that diversity effectively.

For this set of questions, I wish there was a choice of somewhat agree / somewhat disagree. On the surface, one may have the sense that Daemen is welcoming, accepting and, appreciative but...when you begin to recognize the "true" climate, one may change his/her thinking.

These comments express a general feeling that Daemen "talks the talk, but does not walk the walk," so to speak. While people acknowledge that Daemen has good intentions (wants to be accepting, inclusive, actively understanding diversity), they also feel that there are not consistent and sustained actions that follow the intentions. There are even a few comments indicating that some feel there is an unwillingness to act. As these comments were very specific in nature, I cannot comfortably share them.

Discussion Group Comments:

- Several people across the discussion groups noted that diversity is more complex than a list of categories. These participants feel very strongly that some type of follow-up (another survey or additional focus groups) is warranted to delve into "what diversity *really* means at Daemen."
- The discussion group participants overwhelmingly agreed with the survey data and stressed that lack of action and follow-through have plagued Daemen's diversity efforts.
- As with the survey, there is much confusion and misunderstanding regarding Daemen's two diversity groups (DAC and EDIC) in regard to the structure, function and purpose of these groups. People feel it is important that the community knows who the members of these groups are and what these groups do, if these groups are to remain in existence. Some questioned whether or not these two groups should remain or if there should be one restructured group once all of the campus climate data has been reviewed.
- There was significant group discussion about creating an Office of Multicultural Affairs. Participants overwhelmingly feel that this is something of critical importance. The points of discussion were:

- Finding a Director who could meet all of the various needs (e.g. a mentor for students of color, guidance and support for faculty, guidance and support for student affairs staff, etc.)
- Whether or not this would be "an office of one". People raised questions as to whether or not the Director would have support staff or if the Director would be the only person in the Multicultural Office. People expressed concern about this being an office of one.
- How to make sure that this person does not become the only person involved in executing and supporting diversity initiatives.
- There was consensus that this person needs to be a Senior Administrator (VP, Dean or of similar status).

II. Faculty/Staff Culture

Faculty/Staff at Daemen are accepting and welcoming of people from different social, cultural, religious, racial/ethnic, etc. groups.

28.3% Strongly Agree 58% Agree 12.7% Disagree 1.2% Strongly Disagree

Faculty/Staff at Daemen have diverse peer groups (e.g. they readily interact with colleagues from a range of backgrounds).

20% Strongly Agree 47.6% Agree 29.5% Disagree 3% Strongly Disagree

Faculty/Staff at Daemen are supportive of one another.

29.5% Strongly Agree 57.2% Agree 10.2% Disagree 3% Strongly Disagree

Faculty/Staff at Daemen show respect for one another.

27.5% Strongly Agree 60% Agree 10.2% Disagree 2.4% Strongly Disagree

It is clear to me that the majority of Faculty/Staff at Daemen value diversity.

24.1% Strongly Agree 55% Agree 19.3% Disagree 1.8% Strongly Disagree

There are several comments at the end of this section indicating that those who said they Strongly Agree or Agree are conflicted and/or feel that there is a definite divide between faculty and staff that detracts from the overall campus culture and climate:

23 comments such as:

> The faculty at Daemen seem to be divided, and as a whole unit we are weak, meaning, we do not collectively fight to better our well-being at the institution. Everyone vies for bettering himself or his own department, but not the overall well-being of faculty and programs at the college

> Note, faculty tend to act differently than Staff, so those questions should be separated by group.

> As I stated early it often feels like faculty looks down on others without PhD's or from other departments and especially on nonfaculty members

> Faculty are friendly to staff but not necessarily respectful. Faculty are at times dismissive of staff members' professional expertise.

> I believe that there is clear divide between faculty and "staff" members.

8 comments such as:

> There are many people on campus who embrace diversity but I would not say it's the majority. The entire campus culture (faculty/staff/students) can certainly work on increasing the type of diversity on campus as well as acceptance of diversity.

> Certain individuals value diversity and are supportive. I feel the majority do not. This is demonstrated through biased language and actions.

> Although that I would not say "It is clear to me ..." I believe that we believe that we value diversity. I am not always sure that is reflected in what we do.

7 comments such as:

I believe that the faculty/staff would benefit from multicultural competency training. There are people who want to value diversity more but are unsure how to proceed.

Do not judge the "disagree" statements as a harsh statement of [faculty/staff] relations but there definitely needs to be some mandatory diversity training of [faculty/staff].

Additional noteworthy comments:

I think faculty and students are well prepared to show outwardly that they value diversity, but I don't think they practice it. Faculty are a unique problem here because they use their classrooms to further their political or social agendas instead of being inclusive and welcoming.

The campus does not have and has not had a non-white cabinet member. This shows the level of importance diversity plays on campus, low.

Faculty/staff is not ethnically diverse; yes we should hire the best candidate but I think there could be a more intention effort to recruit and hire more staff of color.

Discussion Group Comments:

- Discussion group participants agreed that there is a faculty/staff divide, and also indicated that there divisions among different groups of faculty as well, although not as stark.
- Discussion group participants also stressed the difference between administrative staff (e.g. a student life professional) and support staff (e.g. clerical staff), suggesting that divisions are more complex than just faculty and staff.
- Several participants questioned whether or not the faculty/staff divide is a diversity issue (e.g. are there social class or educational attainment issues at play?).
- People also questioned whether or not students notice this divide, and, if so, how/in what ways this impacts their interactions with faculty and/or staff.
- There was much discussion about faculty/staff diversity education. These discussions focused on:
    - What type of education would be provided? Should there be a "menu" of opportunities so faculty/staff have choices?
    - Would it be mandatory for all? Most people feel that it must be in order to make progress.

- If it is mandatory, how will those who are resistant be managed? How will those who believe they already know what they need to know be managed?
- Will issues of White Privilege be effectively addressed as the faculty/staff are predominantly White? Faculty/staff of color feel this is very important and must be included as part of any education.

- There was discussion in almost every group about having some follow-up investigation into the faculty/staff divide (some suggested focus groups).

III. Biased Language

I hear biased language at Daemen. (2 skipped)

55.4% Yes (93) 44.6% No (75)

If "yes," how often? (70 skipped; number includes those who chose "no" above)

6% Daily 20% Weekly 26% Monthly 48% Rarely

If "yes," from whom do you hear this language? (74 skipped; number includes those who chose "no" above)

24% Students 16.7% Faculty/Staff 58.4% Both

Most of the biased language that I hear, in my opinion, is *not intended* to be hurtful or offensive. (57 skipped—some who said they do not hear biased language answered)

14.2% Strongly Agree 71.7% Agree 12.4% Disagree 1.8% Strongly Disagree

Some of the biased language that I hear, in my opinion, *is intended* to be hurtful or offensive. (57 skipped—some who said they do not hear biased language answered)

6.2% Strongly Agree 27.4% Agree 50% Disagree 16.8% Strongly Disagree

I know a student (or students) or a colleague (or colleagues) at Daemen who have been hurt by biased language (regardless of the intention). (27 skipped—some who said they do not hear biased language answered)

18.2% Strongly Agree 41% Agree 26.6% Disagree 14.7% Strongly Disagree

I have been hurt by biased language (regardless of the intention). (28 skipped)

11.3% Strongly Agree 27% Agree 34% Disagree 28.2% Strongly Disagree

It is important to note that most of the comments in this section centered around the biased language endured by students (and to a lesser degree faculty/staff) of color or who are "minorities":

> Many minority students, women, and homosexual/lesbian individuals on campus have said that faculty, staff, and students have said things that make them feel marginalized or uncomfortable.

> I do not hear racial slurs, but I hear comments based on incorrect assumptions about students of color (about their presumed urban, poor, less academic backgrounds, or HEOP status).

> Sometimes, in the classroom, white students use such language to preserve dominance and send the message to minority students that they do not belong.

> There are euphemisms in place so that openly biased language can be avoided: them, ethnic, those people, etc.

> I believe the root of this issue comes from people not being exposed to diversity and/or the issue being addressed by getting to know individuals from different backgrounds.

> Biased language is often couched in terms of "just kidding" or "no offense" or "it's OK for one of us to use that language". This is new territory for some people and is often spoken in whispers- people are afraid to be open fearing they'll be labeled. On the other

hand, some language and opinions are awful and should NOT be spoken and certainly not accepted.

Yes, there is biased talk but not a lot and not often. I believe there is biased talk in all organizations and generally not meant to hurt.

I'm not confident that anything can or will be done on this matter.

Additional noteworthy comments:

I know religious holidays is a sensitive subject, so I hope I express this fairly. I would be VERY upset if I had to work on Christmas or Easter or if I had to use vacation days [to observe non-Christian holidays].

I have witnessed outright biased language and behavior. It creates a very hostile work environment and though Daemen is generally welcoming, it makes me feel like I'm not valued.

The lack of appreciation for diversity at Daemen College has adversely affected my career. This includes a hostile work environment that persisted for years as a result of insensitivity to diversity among faculty.

Discussion Group Comments:

- There was much discussion about the various ways in which some of the data, and lack of data, could be interpreted in this section. Some people feel that participants may have been resistant to the idea that enough biased language exists at Daemen to warrant discussion. Some people feel that different faculty/staff have different ideas about what constitutes biased language (e.g. some female faculty/staff noted hearing quite a bit of sexist language; they do not think the male colleagues making such comments view them as biased).
- Participants expressed great interest in having student data on biased language. There was consensus among the groups that students most likely have very different ideas about what constitutes biased language and how biased language impacts a given community.
- Participants expressed significant concerns about the religious holiday calendar vs. academic calendar issue. There was much discussion about the reality that some

faculty/staff are consistently put in a position to choose between attending an event/meeting at Daemen on a non-Christian holiday or observing the holiday with family. While people are told that they will not be penalized if they do not attend a meeting/event, this conflict still places burden on some and not others. Faculty/staff would like to have some follow-up discussions as to how to effectively manage this conflict.

- Some teaching faculty shared examples of biased language that they have heard from students. They stated that they were bothered by the language and wanted to address it, but were unsure how to go about doing so in a way that would capitalize on the opportunity as a "teaching moment". Other teaching faculty and staff agreed that they do not have the knowledge and resources to effectively navigate such conversations.

IV. Student Culture

The students at Daemen show respect for each other's opinions and perspectives.

8.2% Strongly Agree 79.3% Agree 12% Disagree 0.6% Strongly Disagree

It is clear to me that the majority of the students at Daemen value diversity.

10% Strongly Agree 62.4% Agree 27.4% Disagree 0.6% Strongly Disagree

I often observe students of diverse backgrounds interacting with one another at Daemen (inside and/or outside of the classroom).

10.6% Strongly Agree 54% Agree 33.1% Disagree 2.5% Strongly Disagree

As with other sections, the comments conflict the percentage of Strongly Agree/Agree responses, as several respondents feel that the students are highly segregated and do not fully value diversity, mainly due to lack of awareness:

> Athletics [are the] only areas where I see diverse groups interacting.
>
> I observe students sticking with social groups based on similarity. This is most strongly illustrated in the cafeteria.
>
> I think in the classroom, students may show respect for one another, but there is a definite separation outside the classroom. It may not be deliberate - but it is present.

Although I see students interacting with each other, they still often group with those similar to them in background.

The majority of the students are NOT diverse and have limited exposure or interest in expanding their exposure to diverse populations.

In many ways, I think our students do better than we as a faculty/staff do in being tolerant. I haven't yet witnessed anti-gay attitudes in class, but I do regularly encounter anti-poor rhetoric, or anti-affirmative action statements by students in the classroom.

Several (12) comments pertained to the need to explicitly educate students for diversity and inclusivity:

While students may enter Daemen with misperceptions about HEOP, opportunities for minority students, and speak insensitively about "bad" neighborhoods or use stereotyping, I do believe that this improves after students work together on class projects or other interactions on campus. Students and staff alike tiptoe around meaningful discussion of diversity because it can be difficult and some have been burned in past.

I think many students THINK they value diversity, however most think diversity is skin color. There is so much more they need to learn and we should be helping them with that.

There needs to be mandatory diversity training of students. Some students have no idea what they are saying and usually do not recognize that they are being hurtful or unaware of what they are saying on subjects like diversity and multiculturalism.

I have noticed that in classes where we explore concepts of diversity, students learn to talk about it and to become aware of difference among their peers in a way that "sticks" with them. I do see students of different backgrounds who have learned to become comfortable with diversity interacting outside of class (beyond the end of the semester). However, I know that it there are also students who are assuredly not comfortable with diversity who never learn to value diversity and who don't interact much with students who come from backgrounds different from their own.

Discussion Group Comments:

- Participants agree that the majority of students at Daemen are from dominant/privileged groups (e.g. White, middle class) and are sheltered in regard to their experiences and interactions with people who are different from themselves.
- Participants also agree that social groupings at Daemen largely reflect racial and ethnic boundaries (outside of athletics).
- Participants also feel strongly that most students view "diversity" as meaning race/ethnicity and that Daemen should help students expand their idea of what diversity is and means (at Daemen and more broadly).
- Participants discussed diversity in the curriculum as a means of educating students. While there was not clear consensus here, there is strong support for infusion of multiculturalism into the curricula across subjects. Many feel that without curricular infusion, it will be very difficult to create a sense of importance about such issues.
- Participants are eager to have a student campus climate survey administered with accompanying discussion groups. They are very interested in a comparative analysis between the faculty/staff and student perspectives on diversity.

V. Campus Leadership

The senior leadership at Daemen emphasizes diversity and inclusivity.

23.5% Strongly Agree 52.5% Agree 20% Disagree 4.3% Strongly Disagree

The senior leadership at Daemen makes sure that there are diversity related events/activities (guest speakers, presentations, discussions etc.) on a regular basis.

24% Strongly Agree 49.4% Agree 22.5% Disagree 4.4% Strongly Disagree

It is clear to me that the senior leadership at Daemen values diversity.

24.1% Strongly Agree 51.2% Agree 20% Disagree 5% Strongly Disagree

Again, the comments here indicate that some of those who said they Strongly Agree/Agree have concerns about the degree to which senior leadership prioritizes diversity and act in a manner that furthers diversity and inclusivity:

20 comments such as:

The speakers provided by the senior leadership are not diverse, when hiring they do not take the opportunity to hire someone from a different race or culture for faculty or administration.

Everyone gives this issue lip service but does nothing to tangibly implement anything to address the issue.

Senior leadership is a broad category, and different leaders address diversity to different degrees.

We seem to have diversity-related workshops or speakers every month or more. Only 2 women at VP level. Low paid clerical /admin staff almost all women. Some sense of "old boy's network."

Some of the senior leadership is worried more about personal agendas, which is ultimately divisive and/or does not promote a vision of the college or what's best for the students.

This survey is frustrating because there is no category for neutral. I also believe that true diversity starts at the top, from the president on down at the college. So far Daemen College is woeful in that regard.

Like the rest of America, Daemen leadership talk of diversity and equality, but are generally unwilling to change their actions or viewpoints to improve matters.

Discussion Group Comments:

- Discussion participants' comments echoed the survey comments stating that Senior Leadership must be more proactive when it comes to matters of diversity and must place clear and explicit importance on these matters.

- Participants raised concerns about Daemen's hiring practices. There is the perception among those who are not tightly connected to and knowledgeable about a given search that appropriate effort was not made to ensure/attract a diverse applicant pool. Some connected to searches also raised the same concerns. Conversely, some participants stated that the desire to hire diverse faculty/staff has led to the hiring of those who are not as capable as one should be in a given role. These participants expressed concerns about the ways in which such decisions have reinforced stereotypes (e.g. that those who are less qualified are hired because of their race or ethnicity).

- Participants are hopeful that Heather's continued presence is an indication that actions will be taken.

- This is the area where there was the least discussion. Some of this was time as this was the final topic, but this may also be a product of people not wanting to openly speak about concerns regarding administrative support for diversity.

VI Demographic Data

Gender:

Female 64% (107)

Male 27.4% (46)

Other identity 0%

I choose not to identify 8.9% (15)

Race/Ethnicity: (9 skipped) As there are few faculty/staff of color, I did not provide respondent numbers for this section. Several people asked that I not provide any demographic data. As it is important for discussion and analysis, I chose to detail the demographic data carefully.

Asian/Pacific Islander 1.2%

Black 5.6%

Hispanic 0%

Native American 0.6%

White 90.7%

Multi-Racial 3.1%

Other (please write in how you identify yourself in regard to race/ethnicity): 0%

Number of years as a member of the campus community: (7 skipped)

Less than 5 years 29.5% (48)

5-9 years 20% (32)

10-14 years 17.8% (29)

15-20 years 14.1% (23)

20+ years 19% (31)

Role on Campus: (5 skipped)

Faculty 48.5% (80)

Administration/Staff 53.3% (88)

Are you located at the: (4 skipped)

Daemen Amherst Location 98.8%

TriMain Location 1.2%

Other Location 0.6%

The majority (between 96 and 117 [depending on the question] of the 170 total respondents) skipped all of the other demographic questions. As such, I did not include the percentages/numbers as they do not reflect the respondents. A few people commented that they did not feel comfortable answering the questions as they believed it compromised their anonymity.

C. Recommendations for Continued Action February 2015

Spring 2015

- **Student Panel**: Assembling a diverse group of students for a panel discussion on diversity at Daemen, in lieu of a student survey. This is recommended due to the strong desire among faculty and staff to have some sense of where students stand on matters of campus culture and climate, as indicated during the discussion group sessions. No less than seven panelists reflective of Daemen's student population responding to discussion prompts and questions. Heather would be the panel facilitator/moderator. Heather would create some questions/prompts based on the data and faculty/staff attendees would be allowed to ask questions as well. Suggested length is 1.5 hours.

- **Faculty/Staff Education Planning Sessions:** Provide three to five sessions during the spring semester to allow faculty/staff to weigh in on proposed/suggested forms of faculty/staff education. The forms of education up for discussion would be a combination of those suggested during the group discussion session and those recommended by Heather. In the survey and in the discussion groups, faculty and staff were clear that in order for faculty and staff campus-wide to "buy in" to diversity-based education, they must have some say as to the type of education to be offered (in regard to content and structure). Suggested length 1.5 hours for each session.

- **Examining the Academic Calendar:** Provide three to five discussion sessions/brainstorming sessions regarding the conflict between the academic calendar and the religious holiday calendar. Allow people to discuss proactive potential solutions for Heather to relay to administration. These discussion sessions are recommended due to the strong and conflicting perspectives regarding the ways in which the academic calendar privileges those who are Christian and/or celebrate Christian holidays. As there is bias built into the academic calendar (although unintended) faculty and staff would like to be able to brainstorm some possible solutions to create greater equity. Suggested length 1 hour each session.

- **What does "Diversity" at Daemen mean?** Provide three to five discussion sessions as to the complexities and meaning of diversity at Daemen (and more broadly). It became very clear through the survey responses (the comments in particular) and the discussion group sessions, that diversity at Daemen is complex and means different things to different people. As stated repeatedly (in the survey and the discussions) diversity at Daemen is far more than the categories listed in the first survey item. As such, people feel strongly that Daemen cannot move forward until there is some greater understanding of what diversity at Daemen means on a deeper level. Suggested length 1.5 hours each session.

Fall 2015

- Administer a comprehensive student campus climate survey (keeping most categories consistent with the faculty/staff survey to allow for comparative analysis) during the fall of 2014. This is something that faculty and staff are anxious to have completed.
- Review the survey data with student focus groups (gathering a representative sample of those who complete the survey or of the student population as a whole).
    - Generate discussion on the meaning of the data and gather further data and suggestions for action.
    - As this was done to disseminate and discuss the faculty/staff survey data, the same protocol should be followed with the student data.

Fall 2016

- Begin the first phase of a comprehensive, campus-wide diversity and inclusivity education plan for faculty/staff and students during the spring of 2015
    - Customizing education to meet the needs of various groups based on their role on campus and feedback from faculty/staff and students. This education will be based on the data gathered during the faculty/staff education planning sessions.
    - Emphasize multicultural curricular and instructional practices for teaching faculty.
- Continue discussing the viability and sustainability of a Diversity/Multicultural Officer and Director.
    - It is highly likely that various student groups will advocate for the creation of such an office/position via the survey and focus groups.
    - As noted, although there were no survey items specifically addressing a multicultural office, numerous faculty staff commented about the need for such an office and discussion group participants strongly agreed.