

**Belmont University
Vision 2020 Diversity Committee
Report**

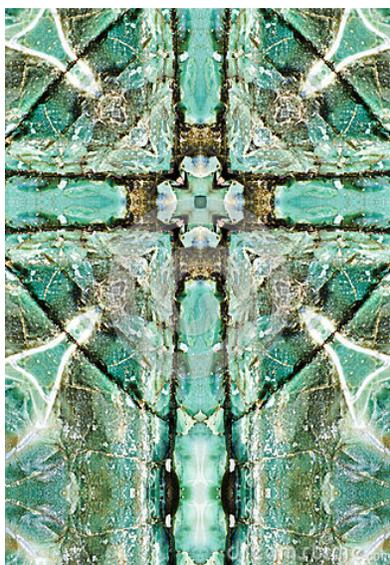
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Project Scope and Objectives

The Vision 2020 team was formed in early September 2016, and at that time we received our charge with our project scope and objectives from Senior Leadership.

Project Scope: Belmont's Welcome Home initiative and newly created Office of Multicultural Learning and Experience were established by senior leadership to support the university's goal of becoming increasingly more diverse and broadly reflective of our local and global communities. The Welcome Home team meets regularly to explore initiatives and plan strategies to create a culture of inclusion, to ensure learning experiences that enable students to gain strong intercultural competencies and to actively and intentionally recruit diverse faculty, staff and students. Through the efforts of this group and the Office of Multicultural Learning and Experience, Belmont will strive to become a welcoming environment for all.

Project Objectives:

- Work closely with the WHT to ascertain their current efforts and needs. Research current cultural sensitivity education/training initiatives.*
- Identify a distinctive BU approach for employees and students to thrive in a diverse community.*
- Provide a recommendation to Senior Leadership that includes steps required over the next six months to promote cultural sensitivity including educational and training opportunities.*

As we began to consider and plan our work, we grounded ourselves in the context of two guiding principles, Number 4 and Number 5, from the university's Vision 2020 plan.

Belmont University Vision 2020

Guiding Principle 4: Diversity will be enhanced across the university community

Guiding Principle 5: A strong people-first culture of openness and mutual respect will guide our relationships

Team Philosophy

Before we began our work, we developed a working definition of diversity at Belmont. We believe that the definition was necessary in order to have a common understanding of what we were working toward, especially with respect to our charge to support the university's goal of becoming "increasingly more diverse". We strove to develop this definition in the context of our mission as a way to articulate to internal and external stakeholders what diversity means at Belmont University.

Institutional Diversity Statement

We are excited to share the proposed definition for your consideration.

We are all created in the image of God, living as Christ's body on earth with respect to differences that include, but are not limited to, age, socioeconomic status, country of origin, color, disability, ethnicity, gender, gender identity, immigration status, race, religion, sexual orientation, and political affiliation. The institutional definition of diversity at Belmont University is consistent with our mission to engage and transform the world with disciplined intelligence, courage, and faith. Our words and actions toward everyone must be embodied with respect, dignity and compassion.

Stating institutional ideology on diversity and quality education on inclusion are approaches to disseminate meaning throughout decentralized structural components to deflect adverse impacts of conflicting ideas, systems, and processes.

Rationale

The mission of Belmont University is to be a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith. In order to fulfill the mission of the university, the educational process must include opportunities for developing consciousness and critical thought and reflection on diversity and inclusion.

It is also crucial to address issues of diversity and inclusion/exclusion that occur within higher education as they are incidents that reflect and influence a broader society. In the past two academic years we have seen tensions related to race, class, gender, gender identity and other dimensions of diversity on campuses such as Missouri University, Harvard University, Princeton University, Gordon College, California Baptist University, East Tennessee State University, University of Cincinnati, and Trevecca Nazarene University.

Refer to web links listed as references in the Appendix #11.

Though we are a university grounded by Christian values, we are not immune to issues of disrespect and exclusion of campus members. For example, early in the semester of fall 2016 we experienced a public incidence of racial bias and hate speech on our campus. For some campus community members, this incident was shocking. Other students, faculty and staff recognized it as an overt expression of microaggressions and prejudices that they had experienced previously. As the Vision 2020 Diversity Team has spoken with faculty, staff and students across campus we have heard many stories recounting other experiences of exclusion and hostility. These have been difficult stories for many of us to hear, and yet hearing them has underscored the importance of our work as a team.

The recommendations presented throughout this report are in support of the institutional goal to ensure all members of the campus feel valued, safe, and experience a sense of belonging regardless of individual differences. As expressed by Mayor Megan Barry to the Belmont

community during Diversity Week in fall 2016, we have the opportunity to maintain our uniqueness by exceeding capacity for visible and invisible diversity. Our Belmont approach gives us the opportunity to be distinctive.

As our university hymn says, “we are called to be God’s people.” We must be “salt and light”, we must be the “repairer of broken walls”, and we must be reconciled to our brothers and sisters in the body of Christ. Action is required for preservation of our learning community against environmental threats that distract from community members’ active engagement in our institutional plan. Researching issues, establishing ownership for change agents, capitalizing on faculty expertise, and learning from students’ experiences with exclusion are ways to frame value for diversity and inclusion (Hartley, M. Saltmarsh, J., and Clayton, P., 2009).

Process

To achieve the scope and objectives of our work, the team met weekly. We worked together in brainstorming, in sharing the findings and summaries of our meetings with campus stakeholders, and in planning. We also worked in dyads and triads to carry out specific objectives and then reported the outcomes of that work back to the larger group.

Information gathered for inclusion in this report and appendices came through reviews of University documents and websites, reviews of the scholarly literature in related areas, formal and informal meetings with faculty, staff and students, and review of other higher education practices related to diversity.

Initial Understandings of the Institutional Environment with Respect to Diversity

In search for data focused on diversity-related inquiries, the HERI, NSSE, Belmont spring and graduation surveys, and staff surveys are five sources reviewed by the committee. The HERI and NSSE national survey questions are focused on student demographics. Student responses are based on self-assessment, while the greater need is to seek evaluative instruments to assess students’ critical conscious development from first year to senior year. In addition, 10 Belmont student organizations provided feedback on their individual group efforts to further diversity initiatives. Without providing a definitive description for diversity at Belmont, most student groups’ responses are likely from a single perspective of race and ethnicity and not necessarily inclusive all aspects of diversity.

Refer to the Belmont student groups’ responses in the Appendix #1.

In reviewing the findings from our HERI faculty survey in 2014, we see that Belmont faculty indicated their belief that the development of a culture of multiculturalism was of lower priority in our institution than did faculty at peer institutions. We also are able to note a difference in faculty behavior with respect to bringing issues of diversity into their classroom content. For example, 41% of Belmont faculty reported using readings on women and gender issues in some or all of their courses, while 53% indicated that they used readings on racial and ethnic issues in some or all of their courses. Both of these percentages are lower than the percentages of faculty who use these types of readings at other universities that participated in the HERI.

Similarly, Belmont faculty expressed lower levels of commitment to inclusion of racial and ethnic diversity in the Belmont curriculum than did faculty at peer institutions. Forty-seven

percent of Belmont faculty expressed agreement with the statement “racial and ethnic diversity should be more strongly reflected in the curriculum”, compared to 64% of faculty at peer institutions who participated in the HERI. Finally, Belmont faculty also expressed lower levels of agreement that racial/ethnic diversity among the student body enhances the educational experience of all. Only 46% percent of Belmont faculty strongly agreed with this statement, compared to 66% of faculty at peer institutions.

Student responses on the NSSE (in 2016) and the spring survey (in 2015) appear to parallel these responses from the faculty. For example, in 2016, 51% of the first year Belmont students and 42% of the seniors surveyed in the NSSE indicated that the institution encouraged contact among students from different backgrounds. However, students report they have high degrees of openness to diversity. Specifically, in the spring 2015 survey report we see that students value learning about people from different cultures (76% agreement), and we also see that students value contact with individuals whose background is different from their own (72% agreement).

Refer to the NSSE diversity mapping grid (5-year and 10-year) reporting the perspectives of freshmen and seniors in response to the limited scope of the NSSE diversity-related survey questions in the Appendix #2.

Clearly, there is disparity between faculty integrating diverse perspectives into their course readings and assignments, and student desire to have these perspectives integrated. The team is hopeful that the source of this disparity on the part of the faculty can be understood, at least partially, to be grounded in hesitance and discomfort, rather than dismissal of this as important. As a community, we recently learned how an unanticipated occurrence involving a student’s public display of hate for a particular race and threat to harm members of a group through social media can quickly stir disruptions within the campus environment requiring a response and approach to preserve trustworthiness in institutional mission and values. At the faculty senate meeting that was held after the Snapchat incident several faculty indicated that they didn’t bring up the topic in their classroom because they either did not know how to connect it to what they were teaching, or because they are uncomfortable leading discussion on topics related to diversity. This sentiment was heard repeatedly in other meetings and discussions attended by the Vision 2020 team members. At the same time, student voices (on social media, in forums during Diversity Week and in qualitative comments from survey data) are clear and strong in their desire to push the university forward. We have heard decisive requests to expand efforts that directly address issues of diversity and inclusion. Their voices also emphasized the desire for clear guidance with dialogue and communication about diversity related issues throughout various university wide channels (i.e. faculty senate, senior leadership, student groups, etc.).

The 2015 staff satisfaction survey indicated that 82.55% of participants responded positively (“Agree” or “Strongly agree”) to the statement “Belmont is a welcoming place for diverse faculty and staff.” This represents an increase in positive responses to that same question in 2013 and 2014.

Finally, there were some custom questions that were added to the Chronicle of Higher Education Great Colleges to Work for Survey. On these custom questions, participants indicated their responses (“Agree”, “Sometimes Agree/Sometimes Disagree”, and “Disagree”) to statements regarding recruitment, retention and dialogue surrounding diversity. Favorably, 67% of respondents indicated positively that Belmont was a welcoming place for diverse faculty and staff, and 77% of respondents indicated positively that Belmont is making an effort to recruit and retain diverse faculty and staff. In responding to the question “I believe the campus climate

encourages free and open discussion of race”, 62% of participants had a wholly positive response. In answering the question “I believe the campus climate encourages free and open discussion of gender”, 56% of participants had a wholly positive response. In answering the question “I believe the campus climate encourages free and open discussion of sexual orientation”, 32% of participants had a wholly positive response.

While we have gained insight from data collected for other purposes, and from anecdotal reports gathered in this process, we acknowledge the value to collect data aimed at achieving a comprehensive understanding of the campus climate with respect to diversity and inclusion.

Overarching Recommendations

Consistent with the charge we received for our work, we have placed our recommendations next to the specific objectives we were given in the order in which they were listed on our initial team document that we received from Senior Leadership. These overarching recommendations are with the intention to promote environmental conditions where individuals’ differences can engage each other in a respectful climate. In addition, diversity is exemplified as a core institutional value throughout educational as well as social activities.

Objective 1: Work closely with the Welcome Home Team to ascertain their current efforts and needs. Research current cultural sensitivity education/training initiatives.

Belmont’s Welcome Home Team is charged with creating and sustaining a culture of racial and ethnic diversity while producing a welcoming environment among the University’s students, faculty and staff. The Welcome Home Team was established by Senior Leadership to support the University’s goal of becoming more diverse and broadly reflective of our local and global communities. The Welcome Home Team has experienced success in many ways, as evidenced by increased numbers of faculty, staff and students who are racially and ethnically diverse, and also evidenced by initiatives such as an annual Diversity Week, a supplier diversity program, and a Scholars in Residence program.

Future efforts of the Welcome Home Team will be centered to ensure the delivery of cultural sensitivity training for students, faculty and staff, expanding the evaluation of a diversity competency in the 360-degree review, and supporting the inclusion of diversity related content in curriculum throughout the campus.

Recommendations for Objective 1:

1. Consistent with our charge to support the recruitment, engagement, and retention work of the Welcome Home Team, the Diversity Vision 2020 team makes a recommendation to establish a standing committee as a collaborative effort to expand the work of the Welcome Home Team and the Office of Multicultural Learning Experiences while preserving their strategic focus toward the institutional goal of diversity. The structure and purpose of this standing committee will be outlined in response to our recommendations for Objective 3. In short, the standing committee (tentatively called the Diversity Council) will expand the diversity efforts of the Welcome Home Team through

a broader scope beyond race and ethnicity with the recommended working institutional definition of diversity. It will be important for the campus community to understand the value and distinction of both.

Objective 2: Identify a distinctive BU approach for employees and students to thrive in a diverse community.

Williams (2013) discusses the dimension of strategic diversity leadership using a metaphor of the cheetah and the wolf. “Cheetah” institutional leaders typically react with swift decisions on diversity crisis without consideration for long term focus as an approach. Shortly after the event, energy is exhausted as well as the purpose for the response is lost and unknown by community members at times. “Wolf-like” institutions use the lens of a proactive diversity strategy with an infrastructure to engage the campus community and clearly articulate desired outcomes (p. 165). The “wolf” model promotes organizational change and culture for longevity and effectiveness. The approach has more potential for engaging students, faculty, staff, and administrators with an understanding for the needs to align the campus environment with the goal for instituting diversity beyond race and ethnicity.

Recommendations for Objective 2:

A distinctive Belmont approach involves visible commitment from the entire campus community. As such, recommendations are presented for all campus members to engage and promote movement toward a diverse and vibrant environment. In addition to these recommendations to attain our goal of diversity, our desire is be the pioneers for our accreditation body, Southern Association of Colleges and Schools Commission on Colleges (SACS) by embedding elements and expectations of diversity-related student learning outcomes in the near future according to Quality Enhancement Plan standards.

1. For students, embedding inclusion of diversity related content into the general education curriculum and programming throughout the campus community are integrative approaches to building an inclusive environment and developing cultural sensitivity. We respect academic freedom of faculty with respect to how to do this, however we did want to provide some suggestions as examples. As such, we respectfully suggest the following as ideas to be considered:
 - Beginning in Fall semester 2017, inclusion of selected readings into all FYS classes with a focus on diversity consistent with a key objective of FYS expounding upon the theme “exploring many ways of knowing.”
Refer to resource guide in the Appendix #3.
 - Beginning in Fall semester 2017, all students registered for COM 1100 will be expected to construct and deliver one of their speeches on a topic related to diversity or cultural sensitivity.
 - Beginning in Spring semester 2018, inclusion of selected readings into all Senior Capstone courses with a focus on diversity consistent with a key objective of Senior Capstone reflecting upon the theme “what is a meaningful life.”
Refer to resource guide in the Appendix #3.
2. For senior administrators, we respectfully suggest that diversity training initiatives will advance the leadership roles in providing the vision for enhancements to drive the momentum for change and simultaneously avoid any campus initiatives drifting from our institutional mission.

- One exemplary approach of diversity and inclusion training for senior leaders is the Equity Toolkit for administrators. This toolkit includes a systematic approach to cultural competency, cultural proficiency, and building capacity through access, processes, and outcomes for employees and students.

Source: <https://www.cde.state.co.us/postsecondary/equitytoolkit>

3. For faculty, we believe it is important to be more intentional with respect to integration of diversity, culture and inclusion content into recruitment and development. As such,, we respectfully make the following recommendations:
 - Include a diversity related prompt in the faculty online application process.
 - In new faculty orientation, include a simulation or community experience related to increasing awareness of diversity.
 - We propose that at least every other year, the fall faculty workshop have a focus on a diversity related topic. This will provide faculty with the opportunity to receive instruction on how to integrate diversity from a pedagogical perspective as well as how to engage students in diversity-related dialogue.
 - Build a component into TK20 for faculty to report on measures taken to integrate diversity related content into their courses, and to identify service and scholarship related to diversity.
 - Allocate institutional resources to encourage faculty scholarship in the areas of diversity and inclusion.
 - We value the work the Teaching Center has begun with respect to diversity related topics, and we understand they have made a commitment to ongoing work in this area. We recommend Department Chairs and Deans seek ways to incentivize participation of faculty members who rarely or seldom attend events of the Teaching Center.
4. For staff, we believe it is important to be more intentional with respect to integration of diversity, culture and inclusion content into recruitment and development. As such, we respectfully make the following recommendations:
 - Include a diversity related prompt in the staff application process.
 - In new staff training, include a simulation or community experience related to increasing awareness of diversity.
 - Create a USAC standing committee on diversity and cultural awareness to plan and promote social and educational events (such as “lunch and learn” sessions) and to enhance an inclusive community among staff.
 - Encourage staff attendance at diversity related events on campus, such as convocations and chapels, etc. by promoting time from their workday to attend.

Objective 3: Provide a recommendation to Senior Leadership that includes steps required over the next six months to promote cultural sensitivity including educational and training opportunities.

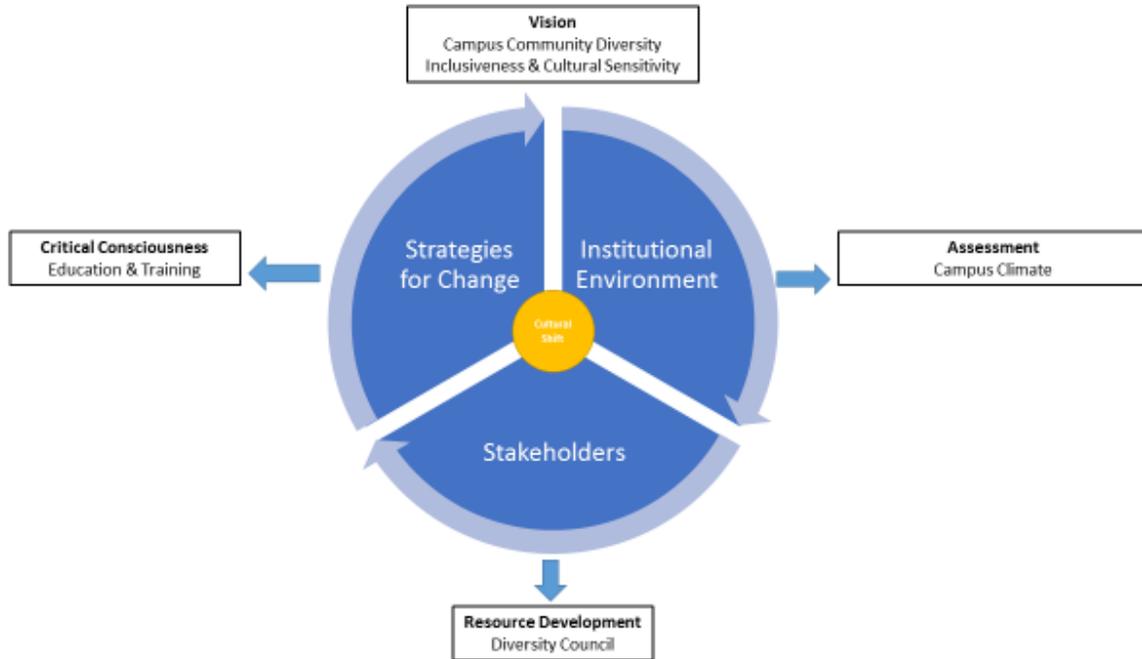
Recommendations for Objective 3:

In defining our recommendations to senior leadership, we envision the work of inclusiveness and cultural sensitivity as occurring in phases. The first two of three phases of implementation are

designed in accordance with a six-month timeline. The committee believes that reassessing the institutional environment provides an opportunity to better understand the campus climate. The assessment will yield clarity on issues, expand the campus network of change agents, and develop a process to identify best practices for educational and training models fitting for diverse campus stakeholders needs. (Freudenberger, et al., 2009; Williams, 2013).

The third phase focuses on long term strategies for responding to shifts in the university cultural environment. These phases are represented in Figure 1.

Figure 1



Phase 1

The Vision 2020 committee is recommending the following specific action items below.

1. Engage in a comprehensive climate survey, completed by an external vendor. The rationale for this action item is to provide a comprehensive understanding of “where we are” as an institution before moving forward with the intensive focus that will be required to become a more inclusive environment with respect to all dimensions of diversity. Conducting the survey in partnership with an expert who is external to the university will communicate a message of transparency and intentionality. We are providing recommendations below with respect to possible partners in this endeavor. The goal is to have maximum participation in this climate survey so the recommendation is to seek options for incentivizing involvement. Rankin & Associates Consulting, The Circle Center, and Penn Summit are potential partners for consideration as we transition into each phase of the transformational shift as designed in Figure 1. Rankin & Associates Consultants offer a comprehensive climate assessment package to assist the institution in determining where we are in respect to meeting campus community needs. The Circle Center serves as facilitators for open dialogue forums regarding challenges with diversity

and inclusion. Penn Institute is available as an online resource center for supporting diversity initiatives in addition to consultation.

Refer to the sources that discuss the importance of an institutional climate survey in the Appendix #5.

Tierney (personal communication, (October 6, 2016) recommends several approaches to learning about diversity. As a well-known scholar, he posits that effective institutional-wide strategies create a campus culture in and out of the classroom, take data seriously, develop a sense of ownership, measure success, and targets recruitment and outreach. He suggests diversity initiatives should start with the aim to answer the following two questions:

“Beyond this being a good idea, does it work?”

“How do we know?”

The Vision 2020 Committee observed data from sixteen Provost Group institutions to assess their diversity –related initiatives. Fifteen of the sixteen 4-year institutions list a diversity or multicultural program office or director. Diversity education programs currently offered to campus community members in addition to activities include lecture series, leadership programs, diversity orientation programs, award recognition programs, summer transition programs, culture festivals, DEEP Diversity Emerging Education Program, diversity workshops, grants, leadership conferences, scholar programs, organization retreats, career connection programs, leadership councils, diversity ambassadors, cultural advising center, film festivals, diversity luncheons, and student support centers.

Refer to the peer Provost Group listings for listing of campus diversity agents in the Appendix #6.

Refer to the Faculty and Staff Diversity Initiatives at Selected Universities in the Appendix #7.

Phase 2

2. Create a Diversity Council as a permanent working group at the institution. This Council should have student, faculty, staff and senior leadership representation. The rationale for this action item is that we need a standing body to serve as the infrastructure for diversity related work and concerns throughout the university. In meetings with stakeholder groups, we learned that diversity related endeavors operate in “silos” which often lead to fragmentation of efforts and impact awareness.

This council will engage diversity issues through a broader scope within the context of Belmont’s definition of diversity. The council serves as the institution’s formal diversity infrastructure and platform for continuous strategic planning, assessment, and progression of institution’s change efforts (Cox, 2001; Freudenberger, Howard, Jauregui, & Sturm, 2009; Maltbia & Power, 2009; Williams, 2013). The purpose of the diversity committee is to function as a centralized unit to develop and integrate a campus-wide institutional plan for future diversity efforts and movements. We request consideration for release time to allow Diversity Council members to fulfill their responsibilities

especially the first year of strategic implementation. Appointed faculty and staff committee members will serve a three year staggered term, and student representatives will serve for one year.

Diversity Council Membership:

- *Senior Leader*- (1 member) interprets and advises the council on the overall institutional diversity agenda as needed.
- *Committee Chairpersons*- (2 members) communicate the council's diversity vision and goals to campus constituents and establish open dialogue and relationships with identified council partners.
- *Enrollment Services representative*- (1 member) advocates for student-centered recruitment and retention efforts and keep efforts at the forefront of all diversity-related activities established by the council and its partners.
- *Faculty Senate representative*- (1 member) promotes awareness and engagement of diversity training, education, and curricula programs for permanent faculty, lecturers, and adjuncts.
- *USAC representative*- (1 member) promotes awareness and engagement of diversity training, education, and curricula programs for all staff.
- *Teaching Center representative*- (1 member) seeks to educate and assist faculty with curricula programs focused on enhancing diversity and inclusion.
- *Multicultural Learning representative*- (1 member) seeks to institute multiple cultural experiences for students within a learning environments.
- *Welcome Home Team representative*- (1 member) collaborates with the council to ensure diversity-related plans and activities extend beyond the work and focus of the WHT
- *Student Affairs representative*- (1 member) promotes diversity-related programming and student life activities (i.e. convocation new student orientation) as well as enhance student awareness of confidential reporting mechanisms for concerns and issues.
- *Human Resources representative*- (1 member) seeks to support the university commitment to recruit, hire, develop and retain faculty and staff in addition to recommend best practices for diversity training and engagement as well as enhance awareness of confidential reporting mechanisms for concerns and issues.
- *University Ministries representative*- (1 member) seeks to assess community members' attitudes and perceptions of diversity and inclusion and plan faith-related diversity programming.
- *Student representatives*- (4 members) ensure strong representation and dialogue for students' needs and concerns with instituting a welcoming campus community and productive learning environment.

Note: One student representative will serve as a graduate

assistant for one or two semesters to support the staff with research and administrative tasks.

We recommend the Diversity Council to have collaborative partnerships with other campus constituents, such as:

- University Marketing, Communication, and Public Relations
- Curriculum Development Committee
- Provost Council
- Academic Affairs
- Alumni Relations
- Community Outreach
- Institutional Research
- Faculty Recruitment and Retention
- Staff Recruitment and Retention

Source: Williams, D. A. (2013). Strategic diversity leadership: Activating change and transformation in higher education. Stylus: Sterling, VA.

Phase 3

The recommended pedagogical approach to effective and measureable learning outcomes for students, faculty, staff, and senior leaders is to provide a conceptual framework for all educational and training modules. The ultimate desire is to offer multiple platforms to match varying community members' learning styles. The instructional design will be strategically developed based on the needs assessment results captured during phase one.

3. The Vision 2020 Diversity team recommends the Belmont approach to cultural sensitivity education and training for all campus members is through the conceptual framework of critical consciousness and awareness of implicit bias.
 - Kumagai and Lyson (2009) present the idea of educating and training through the lens of critical consciousness which extends the concept of cultural competency by fostering awareness of self, others, and the world. Coupled with multiculturalism, the framework links human values with educational and professional practices that address human needs and interests. The authors discuss the works of Freire (1993) who describes critical consciousness as a developmental process that involves reflective awareness of the differences in powers and privilege as well as inequities embedded in social relationships (p. 783). The function of critical consciousness leads to collaborative problem-solving and developing a consciousness for human relationships that exists in an

educational as well as professional setting.

- Becoming aware of our implicit bias is a critical starting point in treating others with sensitivity and respect. Implicit association tests and discussions of understanding the role of implicit bias have been used in various ways by universities such as University of Colorado at Boulder, Northwestern University, and Rutgers. Implicit bias awareness is also a key part of training at Google. ***Refer to the links describing the implicit bias initiatives referenced in the Appendix #4.***
- Educational and interactive platforms with features such as webinars on implicit bias, on campus and in classroom simulation activities, accessible online learning for an inclusive campus experiences, and short videos, are examples of module assessments that meet various learning styles of members of the campus community.

Additional Recommendations:

4. The Diversity Council will create and manage a website that will be the centralized information resource site to promote our institutional diversity goals and multifaceted agenda including best practices, training and education initiatives for all community members. The website will also serve as the model to “brand” Belmont diversity. We envision that this will be a site where people can learn about the various initiatives, and access information for localized diversity committees and affinity groups that focus on different aspects of diversity. Information will include point of contacts for specific areas of responsibility, group agendas, and calendars for upcoming events (such as chapel speakers, film screenings, Real Talk forums, etc.), meetings, workshops, access to training modules as related to all aspects of diversity. We also anticipate that this will serve as a formal mechanism for students, staff and faculty to report confidential diversity-related concerns and issues and seek resolution from trained professionals. The recommendation is for enhancement of the existing website to serve function as a central location for all diversity-related initiatives and resources. www.belmont.edu/diversity
Refer to the sample webpage layout in the Appendix #8.
5. An initial operational budget for the implementation of the diversity agenda is recommended. The budget proposal includes an estimate for expenses associated with formal mandatory training for 15 members of the Diversity Council who will serve as diversity campus agents. In addition, the proposal provides approximate expenditures for external consultants’ climate assessment as well as educational and training platforms for students, faculty, staff and senior administrators. The budget proposal compares estimated costs of implementation with salary data for higher education diversity administrators who serve as permanent campus experts responsible for all campus diversity-related activities.

Through our research Rankins & Associates Consulting provides the most comprehensive approach to assessment of our climate with respect to diversity and inclusion. Our recommendation is to select a vendor that offer services that best suit our institutional

needs with training and education on critical consciousness and implicit biases. Other resources such as The Circle Center and Penn Summit may serve as supplemental resources after the establishment of a Diversity Council as the university seeks best approaches for multifaceted training modules for various audiences and learning styles. According to the CUPA-HR 2016 data, the median salary for chief diversity officers in the comparison group for all private religious affiliated institutions is \$113,319. As provided in the diversity initiatives budget proposal, the budget estimates for initial implementation costs and annual operating costs is less than one year compensation to employ a chief diversity officer.

Our philosophy is from the perspective that diversity initiatives are a campus-wide shared responsibility. Including the median for the chief diversity officer's annual compensation is solely for the purpose of comparing the cost of the position with the estimated initial and annual costs associated with instituting the proposal recommendations. The committee recommends as the Belmont approach to appoint a Diversity Council to lead our university strategic diversity initiatives and establish best practices and not to insinuate hiring a chief diversity officer as an option.

Refer to the budget proposal and salary data comparison in the Appendix #9.

6. A timeline is provided with this proposal anticipating initial actionable commitments extending at least through the end of the 2017-2018 academic year. This proposal is created as a living document with the goal of appropriate adaptation for longevity as external environmental and internal institutional factors call for change.

Refer to the timeline for proposal implementation in the Appendix #10.

Conclusions

In the introduction to this document we shared our belief in the importance of an institutional definition of diversity that would be used to establish a common ground when responding to inquiry and adversity. In this closing section, we would like to share a second belief we hold, which is the recognition that this commitment to diversity and inclusion is going to require education and training for all community members to make a long term commitment to the creation of this type of community. In other words, "diversity" is not just a box to check. The primary objective is to assemble campus-wide inclusivity efforts through a centralized diversity infrastructure.

In recent months, Dr. Fisher has publicly shared a story from his childhood about having a kaleidoscope. He shared that he thought the harder you shook the kaleidoscope, the more effective and beautiful the resulting picture. He went on to say that he eventually learned that the key to creating a new picture was in the shifting process, not the shaking. Understanding this metaphor, we can clearly identify barriers to change by observing challenges as well as opportunities through a "kaleidoscope" to view patterns and align elements for successful and sustainable productivity of diversity efforts.

We believe that our institutional commitment to diversity can be conceptualized in a similar way. Certainly, the core of the kaleidoscope remains constant but identifies shifts for alternative approaches without compromising our Christian identity and principles. However, the recommendations we have made here and the commitments we have called for are not based on the assumption that we will create a beautiful and diverse picture of community that will be complete and permanent. Rather, we recognize that while the core character of who we are stays the same, our community members change with frequency. As a result, it is advantageous for our community to plan accordingly when to make a “shift” in our work in order to be continually in pursuit of the beauty that comes from diversity and inclusion. Belmont University has the opportunity to advance its goals for diversity and inclusion by chartering a unique institutional definition for diversity, partnering with a consultant to assess the campus environment, as well as instituting a university council to centrally formulate an intentional and coherent institutional plan for colleges, schools, and departments to effectively enact. An institutional infrastructure will serve as a mechanism for an effective critical conscious and cultural sensitive community.