



Diversity Team Charter

Senior Leader Contact: Susan West

Timeline: September 1 – November 30, 2016

Facilitators: LaKiesha Armstrong, Associate Registrar; Sabrina Sullenberger, Associate Professor of Social Work

Sharon Boyce, Funds Accountant, Finance and Accounting

Mary Anna Brown, Assistant Director, UMPR

Angie Bryant, Assistant Dean of Students, Fitness and Rec, SA

Jose Gonzalez, Instructor of Entrepreneurship and Management, COBA

Phil Johnston, Dean, College of Pharmacy

Chris Millar, Business Manager, CLASS

Greg Pillon, Director of Communications, UMPR

Sabrina Salvant, Director, Entry Level Doctorate, OT, CHS

Cosonya Stephens, Budget Analyst, Finance and Accounting

Student – Jeremy Capps, President BSA

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.

Diversity Notes: June and August Summits, August Board Meeting

Diversity (JUNE)

TABLE 15

How can we create a more robust pipeline for diverse students to enter Belmont?

- Goal is to mimic the community that we serve.
- Create preferred employee program (These were responses from Phil Johnston regarding diversity success in the pharmacy school.)
- Promote the efforts of the Welcome Home Team to encourage the entire community to get involved with all goals and initiatives developed by that team.
- Endowment designated to support diverse students from other states
- Possible expansion of the Bridges to Belmont program to include additional schools or regions outside Nashville. (These discussions were based on the issues of affordability and went beyond the undergraduate level to include “loans” associated with the graduate programs.

How can we increase racial and ethnic diversity among faculty, staff, students and administration?

- Encourage deans and the campus community to full support and promote the “Fellowship” and “Visiting Professorship” programs.
- Further develop the diversity goals and make-up of all search committees.
- Move away from traditional search strategies and target specific areas utilizing an intentional approach incorporating friends, alumni, area business partnerships etc.
- Identify spokespeople to help promote jobs and recruitment – Further develop the “why work at Belmont” web site.

How do we create a welcoming campus environment for all faculty, staff and students?

- Infinity groups (The Welcome Home Team is working with Nissan on this goal)
- Encourage the campus community to take an active role in both listening for concerns and finding solutions. “Show that you care.” And recognize that Belmont is working to create this welcoming campus environment.

TABLE 13

Student enrollment

- Consistent with being a Christian university
- Reflect God’s creation

- What can we do to help underrepresented students have access?
- A responsibility to all students to enrich their educational experience with a diverse classroom
- Coming to the understanding that everyone has a spot at the table → Everyone has value

Challenge: People are hesitant to come on campus

- not all feel welcomed (even if they are invited)
- overcoming our history
- *Memory:* Rose Park, when people don't feel welcomed on campus

Another issue: Socioeconomic diversity

- Students from poverty (who may from the outside seemingly blend in) also struggle
- The challenge with the pipeline → not only ethnic/racial but also economic
- Technology can be a challenge for those students
- Create an environment where they feel welcomed and included
 - Important to learn from others
- Residence halls are challenging for students who might have financial difficulties
- Be mindful → not making assumptions → considerate communication
- Represent all types of people:
 - Women
 - Age groups
 - Many different races (not just African American)
- Perception that Belmont is a rich school
- Students feel "poked" and others compare their situations to things they don't know (TV)
- How can we as staff/faculty improve this?
 - Create teachable moments
 - Having conversations

Action step: Prepare an environment of inclusion in your *daily* routine.

- Multi-cultural center → safe place where students can gather and feel comfortable
- Individual sense of responsibility and humility
- What are non-minority student needs to be more accepting? More educated on others' backgrounds?
- Learning outcomes that all of our students need to demonstrate competencies.
- Tell accurate stories about our past that is respectful to all

Retention: graduate people who are connected with the university long term

- Greatest opportunity overall = Retention
- More expensive to put all enrollment growth in recruitment

TABLE 16

How can we create a more robust pipeline for diverse students to enter Belmont?

- Continue to build world-renowned programs that will attract international students—close relationship with international programs
- International recruiting of students
- Scholarship money for minorities and diversity
- Targeted international marketing communications for strongest Belmont programs (i.e. awards shows in UK, Germany for CEMB)
- Reevaluate how we recruit or sponsor international faculty and staff candidates—domestic—consideration of hiring faculty with no terminal degree, pay for terminal degree
- Expand Visiting Scholar in Residence program
- Increase the # of faculty lines
 - “grow your own” sundry pool, sponsors them; attract/recruit them

TABLE 5

- Articulate what it means to be a Christian university
 - We emphasize that anyone is welcome here
 - Our arms are wide open
 - We are uniquely Christian but very hospitable.
 - Tolerance and inclusiveness

TABLE 10

- Providing more scholarship funds for minority & under-privileged groups to increase student diversity
- Help students know they are wanted & valued at the young level
- Our mission field is more than international, but local to Nashville communities
- Engage our minority alumni to be Belmont Big Brothers/Sisters

Diversity (AUGUST)

TABLE 2

What extracurricular activities that promote cultural awareness and racial understanding among students would you like to see?

- Activities that minimize tokenism and invite students to connect with groups outside of their “culture”
- Spirit across campus could more effectively create a culture of learning and discussion
- Events/activities ought to be more educational in nature...and not just a safe place to identify with
- Programs that are more collaborative in order to expose students within organizations to other orgs

How well prepared do you feel you are to teach/work in a racially/ethnically diverse environment? What training might help prepare you?

- Sensitivity training for faculty and staff would be helpful...and include student perspective in trainings
- University constituents would be more prepared if the university had a “stance” on these issues
- Related note: faculty, staff and administration are generally ill-prepared to lead students through these conversations because they were raised in a different culture/time...and students are aware of diversity around them but passive in working toward healthier conversations

TABLE 5

Reaching out to HBC in Nashville to create communities of similar interests

Honors, Music

Diverse courses Fisk

Faculty Interactions

Comprehensive plan for housing international students or visiting international faculty with domestic students

Living and Learning communities residence life

Service themes, cultural themes

Exploration of strategies that reach this generation and how they think about the world, including opportunities for student input

Leveraging technology and social media instead of rejecting

Training for advising first generation students

Developing strategies for connecting with community colleges and less traditional part

Collaborating with congregations through Center for Innovative Faith-Based Leadership.

Residence life directors who are also credentialed/qualified to teach FYS

Continued peer mentoring upperclassmen

SLA

GPS

More opportunities for Immersion trips

Interested in dialogue to learn more about each other

To accept

To respect

To encourage belonging

TABLE 8

What extracurricular activities that promote cultural awareness and racial understanding among students would you like to see?

- Climate survey on various diversity topics
- Them month educational progress
- Tunnel of Oppression
- Community events to address issues and to celebrate culture together
- Mentoring programs
- Curriculum offerings

How well prepared do you feel you are to teach/work in a racially/ethnically diverse environment? What training might help prepare you?

- Trainings and experiences/tough conversation
- Has to represent your life experience/home
- Having campus-wide conversations on inclusion
- Creating an open circle for dialogue
- Personal interaction

TABLE 11

What extracurricular activities that promote cultural awareness and racial understanding among students would you like to see?

- Encourage and support organic/student led initiatives to talk about race, ethnicity, culture, diversity, etc
- Is there a group students can “drop in” where students can talk about topics related to diversity on an ongoing basis?
- More convos that focus on issues related to diversity
- Build diversity awareness/topics into multiple campus events. Having a targeted diversity week is good, than a week/month
- Mentor or career nights where students can hear from diverse leaders in different fields.

How well prepared do you feel you are to teach/work in a racially/ethnically diverse environment? What training might help prepare you?

- Good question/hard to answer
- Faculty/staff discussions/times to engage with each other around these issues would be good. We can be prepared better, but we need time
- How do we have cultural humility?

Diversity (BOARD)

Welcome Home Team/2020 Diversity Group→to be more intentional about diversity

- 46% increase in diverse faculty/staff since 2010
- 52% increase in diverse students since 2010
- Retention, recruitment, engagement
- Can't have diversity without inclusion (hand in hand)
- Volunteer AA plan—has to be intentional
- We're not there yet but not sure what “there” is
- FACT—we look a lot different now than we did 5, 10, 20 years ago.
 - Ethnicity and disciplines
 - Fellows-in-residence: post doc.
 - Be open in kinds of diversity: gender, social, financial

- Align vision/value/mission of Belmont with students
- Get message out that Belmont is welcoming and attainable with same values and vision
- Model greater racial harmony
- Faith: Who we are/what we stand for: not the law, not mathematics
- Branding—ID particular staff on leaders in practical aspects

- Measure ROI
 - % up
 - Hand up, not hand out
 - Transforming community in leadership
 - Visible role models

Table Notes from Flip Chart

- 1) Faith lens—fundamental
- 2) Christianity is a non-negotiable
- 3) More Scholarships targeted to diverse backgrounds
- 4) Being intentional in the recruitment of students (people who look like student minority)
- 5) Greater racial harmony via curriculum required of every student (i.e. extracurricular experience)
- 6) Making opportunities known to minority students
- 7) Branding

Orienting counselors to recruiting diverse students

How to measure ROI

- 1) Percentage increase
- 2) Activities of diverse Belmont grads transforming community via greater racial harmony, etc
- 3) Partnerships in the community