

Notes from Data to Action workshop on "Diversity and Inclusion: The Drake Experience"

February 26, 2018

Notes from the Large Group Discussion

How can we make the data from this presentation and other studies accessible? If this is a University priority, how do we think about/shape the way we deliver information.

What do we know about the participation in high-impact practices by different groups of students?

level, at Welcome Weekend - students engage with diversity speakers, difference, and, in the new non-FYS first-year course Bulldog Foundation emphasis (3 out of 10 modules) on awareness & skill building for we doing to stay focused on current efforts and initiatives? How are we doing now (e.g., diversity and inclusion statement, Bulldog Foundations) provide awareness around these efforts and build strategies that support these efforts. How can we responsibly grow existing successful efforts (e.g., D.C., Engaged Citizen) to create a diverse and inclusive campus? How do these successes shape the groundwork for other areas where there is room to grow?

Drake should try and combine one-off student programming with a larger strategy.

Investigate the staff and faculty hiring process. How do we develop? How do we make sure that when we have a pool of candidates, we have affinity groups and mentoring opportunities for faculty and staff? What are ways to pay attention to communication? For example, how can we assist them in responding to issues in the classroom (how to respond to initiatives? How can we highlight what we are doing now (e.g., diversity statement, Bulldog Foundations). It would be helpful to provide support and build strategies that connect to these existing efforts.

Could we have mentoring programs or social groups for faculty and staff? creation of places where faculty/staff of color could connect. Should we can create bonds, but what about faculty/staff?

Investigate VanWyke's politics J

As we think about current strengths and successful efforts, we need to be sensitive to the needs of individuals. How do we not exhaust Crew Scholars? How do we build collaborative relationships that are mutually affirming?

What attracted students of color to Drake? What changes? What did you think Drake would offer you that it's not? What about Drake and Des Moines brought you here? We should find out what attracts students of color to Drake and where there is a disconnect between what they expected and their experiences. Find out where there are gaps. Did you visit? What programs/clubs/majors were interesting? What did you want from your Drake experience?

It is unclear from the data if the goal is to address retention, sense of belonging. F3( )10.6(AMC(f in)2.3(d)2.

How do we expand the conversation beyond the typical participants?

How do we encourage students to take steps in developing their skills? How do we push students? What ways are we intentional in this development?

### Strategies Identified in Small Group Discussion

#### Personal

- Invite qualified speakers of color to your classes and programs.
- Talk to students about student and faculty expectations and needs in the classroom environment as it concerns diversity, equity and inclusion.
- Engage students in your classes or programs in conversations about diversity, equity, and inclusion (especially after incidents of hate) and mostly listen to what they have to say. Provide a forum or an opportunity to speak if they need it, and if not, then continue with your class. If faculty are uncomfortable with this, they might begin their class by briefly mentioning national or Drake events and let students know of available resources so that students don't feel as if faculty do not care.

#### Institutional

- Create a resource for faculty and staff about how to work across difference, how to