

Approved Diversity and Inclusivity Strategic Plan

After two years of research, study, and discussion, Scripps College developed its current strategic plan in 2007. The Scripps community developed the vision of “leading with excellence” for Scripps in the decade ahead and generated six priority strategies for accomplishing our goal:

Academic Excellence

Globalization

National Leadership

Diversity

The Claremont Consortium

Stewardship

The focus of this diversity and inclusivity strategic planning document is to provide the roadmap for how to best make *significant and immediate* progress for diversity as we move forward with the strategic priorities of the College. Diversity is inclusive and differentiated, meaning that while diversity addresses many identities, the issues associated with each are different and will be addressed differently. This document addresses diversity in multiple ways in each section (so, for example, some of the strategies focus on underrepresented minorities, others on gender, class, globalization, etc).

In our ever-changing world, in order to “lead with excellence” it is imperative that we attend to and prioritize diversity throughout our College initiatives. Diversity should not be an add-on to what we are doing, but rather an integrated aspect of every decision we make. We cannot simply appreciate diversity; it is a requirement for our success. To prepare our students to become leaders in our dynamic and diverse world, it is simply critical that we provide them a collegiate environment that enacts and implements diversity as a key component of our Scripps mission rather than only espousing it in verbal and written materials.

As stated in the 2007 strategic plan:

***Diversity:** An understanding and appreciation of diverse peoples, cultures, and perspectives are central to intellectual life at Scripps. Mutual respect among members of the community is a prerequisite to achieving institutional excellence. Scripps strives to create an environment in which acknowledging and engaging issues of race, ethnicity, religion, belief, opinion, economic class, age, gender, sexuality, and physical ableness are inextricably part of the experience of the campus community.*

In order to achieve excellence, it is noted in the strategic plan that we need to:

Strengthen the integration of the full range of human experience and backgrounds into Scripps' academic, co-curricular, and residential communities. Scripps College will continue to develop and implement strategies that draw upon the broad range of human experience, cultures, and viewpoints, and it will enhance the recruitment and retention of students, staff, and faculty from all racial, ethnic, religious, and socioeconomic communities. Scripps College will continue to honor diversity as a key component of the academic, co-curricular, and residential life of the College.

Our rationale for prioritizing diversity in that 2007 strategic plan is:

Diversity at Scripps College advances academic excellence. Our ability to teach well depends on the composition of the faculty and the student body, which directly affects the teaching and learning climate in the classroom. Cross-cultural competencies and complex thinking within academic and co-curricular programming will prepare Scripps students to be productive citizens in a global society. These initiatives are particularly essential and opportune given our site in Southern California, the United States, and along the Pacific Rim.

It is important to note that in our 1999 Strategic Plan, Scripps also proclaimed its commitment to diversity as a key priority:

As the world becomes more closely connected across geographical and political divisions, differences become more apparent. We must develop Scripps women capable of bridging those differences through experiences that prepare them to teach and learn across all types of differences, and to create at the College a unified, vibrant community. The faculty, staff, and Board of Trustees of the College should reflect the types of diversity found in the student body and larger society. Through the Principles of Community, the College encourages the fullest expression of opinion, and requires mutual respect and civility as a means to reach this goal.

In addition to the prioritization of diversity within our own Strategic Planning process, we highlighted diversity as an area of importance and needed attention in our Western Association of Schools and Colleges (WASC) Capacity and Preparatory Review (CPR). Our external review team – chaired by Carol Christ, president of Smith College – addressed diversity as a critical area as we move through the accreditation process. Specifically they noted:

Although the college has increased the representation of faculty and students of color and added an intercultural component to its core program, the Commission urged the college to consider how diversity might be incorporated into the Scripps definition of academic excellence as an “essential element.”

The team found that Scripps had made some progress in relationship to diversity since the last review, but felt that much work remains to be done The recent revision to the Core I course includes common reading on issues of diversity. In regard to faculty hiring, Scripps is the host institution for the first consortium faculty appointment in Africana Studies (jointly funded by the Five Undergraduate Colleges as well as the Claremont Graduate University) and has made a part-time appointment in the Politics Department in the area of race and gender of a faculty member who served last year as a Consortium for Faculty Diversity Fellow. Scripps is to be commended for seizing on these consortium collaborations. However, Scripps should pursue additional faculty hires from underrepresented ethnic minorities and should continue to integrate diversity-related topics into the Core courses.

It is important to note that the progress we have made on diversity thus far is far from sufficient.

Nearly half the young adult population in the U.S. today consists of racial and ethnic minorities. It is therefore imperative that Scripps College diversify its students, faculty, and staff to reflect our broader community. We must also develop an institutional culture that reflects this diverse community and is broadly inclusive.

Now Scripps must build on the current foundation to integrate a new level of commitment to diversity and inclusivity. Not only must we accelerate our progress on these issues with a greater sense of urgency, but we must also monitor the metrics of our progress in order to continue to be vigilant to this critical mission of Scripps College in the 21st century.

Although the financial landscape at Scripps and in higher education more broadly is tenuous due to the 2008 financial crisis, endowment stagnation, decreased giving by donors, increased student financial aid need, and the inadvisability of continuing to raise tuition costs, we think it is critical to prioritize diversity. Budgetary considerations should not be an excuse.

Scripps College aspires to be welcoming, inclusive, and supportive of all students and its faculty and staff. It is important for the College to examine intended as well as unintended stances and messages, and to identify institutional barriers to inclusivity through a close examination of practices, policies, and structures.

This document sets forward our goals for diversity and inclusivity and the necessary steps to accomplish this priority to which we have been publicly attesting for over a decade.

The plan addresses the following areas, and lists both key goals and strategies for fulfilling those goals in each area:

I. Admissions and Financial Aid

II. Student Success

III. Campus Climate

IV. Academic Program

V. Institutional Capacity Building

VI. Recommendations

I. Admissions and Financial Aid

Over the past several years the Office of Admission has had both successes and challenges in the area of diversity. Continued and consistent progress in attracting and enrolling a diverse class has been a challenge. Diversity, financial aid, and discount rate are intertwined, and this complexity needs to be continually evaluated and reviewed.

Table 1 summarizes the applications, acceptances, and entering numbers for aggregated categories of Asian American/Pacific Islander, African American, and Latina students in the last five years.

Table 1: Five-Year History of Racial/Ethnic Diversity

	2012	2011	2010	2009	2008
Asian American/ Pacific Islander					
Applied	528	523	542	395	346
Admitted	176	193	172	103	144
Enrolled	59	69	38	21	33
African American/ Black					
Applied	143	151	126	111	116
Admitted	46	36	43	32	59
Enrolled	14	6	14	12	11
Latina					
Applied	358	292	278	269	255
Admitted	80	67	78	61	71
Enrolled	25	17	22	15	20

** These numbers only include U.S citizens and permanent residents. The international student numbers will be included at a later date.

GOAL 1: ENROLL A MORE DIVERSE CLASS

Strategy 1: Review annually the admission programs and initiatives targeting underrepresented students to determine what is effective. This includes Discover Scripps, our partnership with Questbridge and the YES College Prep charter schools in Houston, and work with community-based organizations working with targeted populations.

Strategy 2: Consider different ways to identify students from a variety of backgrounds (i.e. social media, online college search products, programs and organizations working with college bound students from diverse backgrounds).

Strategy 3: Provide transportation to visit campus to as many admitted underrepresented students as possible.

Strategy 4: Work with faculty and staff during the recruitment process and work to identify additional ways they can help in the recruitment and yield process.

Strategy 5: Work with Scripps College Academy (a successful outreach program that applies to both access and admission) and enroll more SCA Scholars.

Strategy 6: Explore options for working with current students and recent alumnae to build a winter break recruitment program.

Strategy 7: Investigate models from comparison colleges for providing financial aid and other support for undocumented students.

GOAL 2: MAINTAIN THE BUDGETED DISCOUNT RATE IN ORDER TO ENROLL A DIVERSE CLASS

Strategy 1: Work with Hardwick Day, a consulting firm that helps us fulfill our enrollment goals and manage various enrollment challenges, including diversity.

Strategy 2: Meet the full demonstrated financial need of students and work with students to help them navigate the complex financial aid system. We are need-aware for a portion of the class, and will be for the foreseeable future. It is important we manage the discount rate so that we can meet full need, and attract and enroll students from all socioeconomic backgrounds.

II. Student Success

It is important, when thinking about diversity, to consider student success in relation to retention, graduation rates, and other measures. We consider student success not only to mean graduating, but also thriving at Scripps.

From the data in Table 2 below, we see that our students of color are persisting at Scripps, and that very few leave the College after their first year. This is good news for the College, but with such small numbers for students of color, any departures are meaningful.

Table 2: Historical First-Year Retention Rates by Racial/Ethnic Diversity

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Asian/Asian American	87.5% (21/24)	84% (21/25)	100% (19/19)	100% (27/27)	98% (50/51)
African American/ Black	100% (7/7)	100% (11/11)	100% (9/9)	90.9% (10/11)	100% (3/3)
Latina	100% (24/24)	90.5% (19/21)	100% (17/17)	95.5% (21/22)	94.1% (16/17)
White	93.2% (137/147)	88.1% (126/143)	100% (77/77)	88.2% (135/153)	90.6% (115/127)
Non-Resident/International	100% (2/2)	100% (9/9)	100% (10/10)	100% (10/10)	84.6% (11/13)

Note: Racial/Ethnic categories have been aggregated using the original IPEDS categories: Asian/Asian American includes Pacific Islander. American Indian/Alaska Native and Unknown categories are excluded from this table. Retention rates for the above racial/ethnic categories in fall 2009 were at 100%; students who left the College were all in the unknown category. Data reported are for fall semester first-time first-year entering students who returned the following fall term. These numbers are not identical to the numbers in Table 1.

Scripps' historical six-year graduation rates have fluctuated for students of color for the 2001-04 cohorts. On average, students of color graduated at a lower rate than white students. Conversely, students of color from the fall 2005 cohort graduated at a higher rate, except for Non-Resident/International students who consistently have lower graduation rates for all reported cohort years (see Table 3).

Table 3: Historical Six-Year Graduation Rates by Racial/Ethnic Diversity

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Asian/Asian American	69.2% (18/26)	75.0% (21/28)	80.0% (24/30)	75.9% (22/29)	93.5% (29/31)
African American/ Black	80.0% (4/5)	66.7% (4/6)	66.7% (6/9)	100.0% (6/6)	100.0% (8/8)
Latina	87.5% (14/16)	84.6% (11/13)	71.4% (5/7)	86.7% (13/15)	100.0% (8/8)
White	82.9% (107/129)	83.5% (116/139)	93.2% (123/132)	83.0% (83/100)	86.7% (111/128)
Non-Resident/ International	33.3% (1/3)	66.7% (4/6)	50.0% (1/2)	50.0% (1/2)	66.7% (2/3)

Note: Racial/Ethnic categories have been aggregated using the original IPEDS categories: Asian/Asian American includes Pacific Islander. American Indian/Alaska Native and Unknown categories are excluded from this table. There were no American Indian or Alaska Native students and Native Hawaiian or Other Pacific Islander enrolled between 2001 and 2004. Data reported are for fall semester first-time first-year entering students who graduated in six years.

For data about student satisfaction we turn to the results of the biannual National Survey of Student Engagement, which was last administered in the spring of 2011. Tables 4-5¹ report to what extent students think Scripps provides support to thrive academically and socially. The majority of students across all racial/ethnic categories feel that Scripps provides academic support either quite a bit or very much (see Table 4). The responses for students across all racial/ethnic categories are lower for their perceptions about whether Scripps provides the support they need to thrive socially (see Table 5).

¹ 1. Data reported is from the 2011 National Survey of Student Engagement (<http://www.nsse.iub.edu/>).

2. Non-Resident/International was not available as a reporting category and Asian/Asian American include Pacific Islander. There was only one respondent in the American Indian or Alaska Native category.

3. Likert Scale: Very much, Quite a bit, Some, Very little. Figures reported only reflect the combined category of Quite a bit and Very much.

Table 4: Scripps' Response Rate on Institutional Emphasis on Providing the Support They Need to Succeed Academically by Racial/Ethnic Diversity (NSSE, Spring 2011)

	Quite a bit/Very much
Asian/Asian American	93.1% (27/29)
African American/ Black	84.6% (11/13)
Latina	87.5% (14/16)
White	88.5% (108/122)

Table 5: Scripps' Response Rate on Institutional Emphasis on Providing the Support They Need to Thrive Socially by Racial/Ethnic Diversity (NSSE, Spring 2011)

	Quite a bit/Very much
Asian/Asian American	58.6% (17/29)
African American/ Black	72.7% (8/11)
Latina	41.2% (7/17)
White	48.4% (59/122)

Table 6 shows that all of our students indicated they were satisfied with their entire educational experience.

Table 6: Scripps' Response Rate on their Evaluation of their Entire Educational Experience by Racial/Ethnic Diversity (NSSE, Spring 2011)

	Good/Excellent
Asian/Asian American	96.6% (28/29)
African American/ Black	92.3% (12/13)
Latina	100% (17/17)

White	99.2% (122/123)
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We have more work to do to better understand our student success, both overall and disaggregated by various constituencies on campus, including students of color as well as first generation students, lesbian, gay, and bisexual students, transgender students, international students, disabled students, religious students, and other important identities. This will allow us to provide appropriate support for students to enhance their experiences at Scripps and increase the likelihood of success and satisfaction.

GOAL 3: PROVIDE GREATER RESOURCES AND SUPPORT FOR OUR DIVERSE STUDENTS

Strategy 1: Develop and support our First Generation @ Scripps program, which provides a preorientation program and year-round support for our first generation college students.

Strategy 2: Improve and expand training for faculty, staff, and students on issues of disabilities building on national best practices. Thus far, Scripps' approach to disability has focused on accommodations rather than on creating a culture of awareness and acceptance; both are critical. The creation of a consortial disability resource center will be important to accomplish these goals.

Strategy 3: Assess campus protocols, programs, and practices using a socioeconomic class lens to identify areas in need of review and improvements.

Strategy 4: Offer workshops on how to negotiate one's life in college with life at home and/or in home communities. For many low-income and working class students, being in college creates tensions (whether perceived or actual) with their families and communities.

Strategy 5: Work with the Dean of Students Office and Dean of Faculty Office to improve tutoring and academic support programs, especially where international and other ESL students are concerned. CORE I and Writing 50 are particularly difficult with regards to the amount and level of reading assigned and the level of English writing knowledge expected of new students.

Strategy 6: Enhance Career Planning & Resources' capacity to collect information about students' career outcomes to assess how we are serving our diverse student population.

III. Campus Climate

“The study of campus climate provides opportunities to reflect on the culture and values of a campus, how people are treated, and how they perceive the institution with respect to diversity” (*Diversity’s Promise for Higher Education*, Daryl Smith, p. 55). While we have some information about the climate for diverse groups of students, our evaluation of climate for faculty and staff at all levels of the College is not as far along.

Students have noted both blatant prejudice and micro-aggressions, and programming must be developed and implemented to make our community inclusive and accepting. Microaggressions are “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults” toward minority communities in relation to race, class, gender, sexual orientation, ability status, or other identities.²

When students discuss problems they have encountered related to diversity, they almost always give evidence of microaggressions that they or someone they know have experienced. These range from racist comments made in class that go unchallenged to one-offs made by students, staff, and faculty. Navigating microaggressions is difficult because most are subtle expressions of hostility that would not qualify as bias-related incidents. It has become increasingly clear that microaggressions must be a top priority as we seek to address diversity within our community.

Campus climate also includes curricular and classroom dynamics. Those issues are discussed in the next section.

Scripps has several ways to measure campus climate, including using the relevant questions from national surveys like NSSE and our own 2008-09 campus climate survey. Tables 7-8³ capture campus climate in terms of perceived contact among students and whether students would choose to attend Scripps again if they could start over. The student responses suggest that encouragement of contact among students from different economic, social, and racial or ethnic backgrounds is an area for improvement, especially for our Latina students (see Table 7).

² As defined in Sue, Derald Wing; Capodilupo, Christina M.; Torino, Gina C.; Bucceri, Jennifer M.; Holder, Aisha M. B.; Nadal, Kevin L.; Esquilin, Marta. Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, v62 n4 p271-286 May-Jun 2007.

³ 1. Data reported is from the 2011 National Survey of Student Engagement (<http://www.nsse.iub.edu/>).

2. Non-Resident/International was not available as a reporting category and Asian/Asian American include Pacific Islander. There was only one respondent in the American Indian or Alaska Native category.

3. Table 7 Likert Scale: Excellent, Good, Fair, Poor. Figures reported only reflect the combined category of Good and Excellent.

4. Table 8 Likert Scale: Definitely yes, Probably yes, Probably no, Definitely no. Figures reported only reflect the combined category of Definitely yes and Probably yes.

Table 7: Scripps' Response Rate on Institutional Emphasis on Encouraging Contact Among Students from Different Economic, Social, and Racial or Ethnic backgrounds by Racial/Ethnic Diversity (Campus Climate Survey, 2009)

	Quite a bit/Very much
Asian/Asian American	64.3% (18/28)
African American/ Black	69.2% (9/13)
Latina	40% (6/15)
White	64.5% (78/121)

In contrast, the response rates for all ethnic groups are quite positive for the question that asks whether students would they attend Scripps again (see Table 8).

Table 8: Scripps' Response Rate on "If they could start over, would they attend Scripps again" by Racial/Ethnic Diversity (Campus Climate Survey, 2009)

	Definitely yes/Probably yes
Asian/Asian American	89.7% (26/29)
African American/ Black	92.3% (12/13)
Latina	94.1% (16/17)
White	91.9% (113/123)

Our own campus climate survey asked students, staff, and faculty whether they felt Scripps College supported a community of diverse cultures. Our numbers are too small in many categories to make this meaningful data for faculty and staff, but our student responses indicate significant room for improvement (see Table 9).

Table 9: The Scripps Campus Climate Supports a Community of Diverse Cultures by Racial/Ethnic Diversity (Campus Climate Survey, 2009)

Agree/Strongly agree			
	Students	Faculty	Staff
Asian/Asian American	41.7% (15/36)	50.0% (1/2)	N/A
African American/ Black	50.0% (5/10)	100.0% (1/1)	40.0% (2/5)
Latina	61.5% (16/26)	100.0% (1/1)	68.8% (11/16)
White	63.0% (119/189)	84.6% (11/13)	87.2% (34/39)
Total	58.6% (207/353)	78.9% (15/19)	76.1% (51/67)

Notes:

1. Data reported is from the 2009 Campus Climate Survey.
2. Disaggregate percentages indicate the proportion of students within each specific racial category who responded Agree/Strongly agree. Total includes all other racial/ethnic categories not displayed in table including unknown group.
3. No response was recorded in the Staff Asian/Asian American category.

Even with new and re-envisioned initiatives since the 2009 Campus Climate Survey, we have more work to do to improve campus climate for all constituencies, and this must be prioritized.

GOAL 4: CREATE A MORE INCLUSIVE CAMPUS CLIMATE AT SCRIPPS COLLEGE

Strategy 1: Evaluate regularly our co-curricular departments and programs to determine their effectiveness in creating a positive campus climate.

Strategy 2: Systematically organize and conduct conversations and educational opportunities on diverse social identities and difficult dialogues/teachable moments for our faculty, students, staff, and trustees.

Strategy 3: Enhance our partnerships with consortial ethnic and cultural centers, advocating for improvement where needed and integrating their offerings so that they are viewed as an extension of the Scripps campus rather than independent entities.

Strategy 4: Identify and develop the best system of resources for Asian American and Pacific Islander students.

Strategy 5: Provide more centralized resources and academic and personal support on the Scripps campus for International Students.

Strategy 6: Cultivate an inclusive climate around holidays and other celebrations, one that respects individuals' rights to observe religious holidays while maintaining neutral public spaces.

Strategy 7: Educate community members to understand the impact of heterosexist ideology on student experience, with particular attention to campus climate related to queer, transgender, and genderqueer students.

Strategy 8: Create safe spaces for transgender and genderqueer students by developing a policy about name change requests and conducting an audit of Scripps facilities with a focus on reviewing gendered spaces.

Strategy 9: Educate community members on how to recognize and challenge one's own class privilege, and as stated in Student Success, Goal 3, strategy 3, assess campus protocols, programs, and practices using a socioeconomic class lens to identify areas in need of review and improvement.

Strategy 10: Educate the community about microaggressions in order to reduce and attempt to eliminate the racist, classist, sexist, heterosexist, ableist, and privileged attitudes on our campus.

IV. Academic Program

The faculty has been mindful of moving beyond "the canon" in our curricular planning. Given our small faculty, Scripps is doing relatively well in providing a curriculum that simultaneously reflects the College's commitments to both academic excellence and diversity/inclusivity. We could and should, however, do even better.

GOAL 5: PROVIDE A DIVERSE AND INCLUSIVE CURRICULUM

Strategy 1: Regularly evaluate our three-semester Interdisciplinary Core Program for its diversity and inclusivity, and take steps to address student concerns.

Strategy 2: Develop our Intercollegiate Ethnic Studies Programs.

Strategy 3: Expand our diverse departmental offerings and provide resources for departments that are working toward increased diversity.

Strategy 4: Include curricular diversity as a criterion for hiring new faculty. A review of the curriculum in light of contemporary scholarship and the strategic plan will involve broadening job descriptions to include areas now absent or to include faculty with breadth on issues of diversity.

Strategy 5: Expand our course offerings that focus on international issues, and especially on world regions that are currently underrepresented in our curriculum, including Africa, Asia, and the Middle East.

Strategy 6: Strengthen the Race and Ethnic Studies Requirement by incentivizing more courses to be offered at Scripps College.

GOAL 6: IMPROVE CLASSROOM DYNAMICS

Strategy 1: Work with the Core Steering Committee, Core I faculty, and students to improve classroom dynamics in Core I.

Strategy 2: Offer sustained discussions for faculty about “Difficult Dialogues” or “Teachable Moments” in the classroom.

GOAL 7: MAKE SURE THAT OFF-CAMPUS STUDY IS ACCESSIBLE AND INVITING TO ALL STUDENTS

Approximately sixty percent of our students choose to study abroad during their academic career at Scripps. This is a pivotal experience that is rated as life changing for many of our students.

Anecdotal data suggests that some students are choosing not to go abroad for financial reasons. We need to systematically investigate the current status of study abroad for students on financial aid. Are our financial aid students studying abroad as regularly as our full-pay students? And if not, what is preventing them from doing so?

Strategy 1: Provide information about financial aid in relation to off-campus study earlier in students’ time at Scripps, so that students do not avoid even going to information sessions due to assumptions about affordability.

Strategy 2: Develop funds to replace income work-study students lose while on study abroad programs.

GOAL 8: FOCUS ON STEM AND DIVERSITY

Scripps College’s Keck Science Department, which is administered cooperatively with Claremont McKenna and Pitzer Colleges, participates in initiatives that are designed to broaden access to science and increase recruitment and retention of diverse student groups in science. For example, in collaboration with Harvey Mudd and Pomona Colleges, the three Keck Science colleges recently received funding from the Howard Hughes Medical Institute (HHMI) to promote leadership in science and biomedical research. Of the five areas of emphasis, three are centered on recruitment and retention of a diverse student population in STEM fields. It should be noted that the Mathematics Department is not located within the Keck Science Department but is rather its own stand alone department at Scripps College. We will need to continue collecting data on student success, recruitment, and retention to assess our efforts in this area.

Strategy 1: Develop and strengthen academic support and summer programs for incoming students, with the shared goal of supporting the persistence and academic success of all students in STEM.

Strategy 2: Provide a peer community for underrepresented students in the STEM fields. An integrated, 5C-wide support community will focus on social integration and professional development for students from traditionally underrepresented groups.

Strategy 3: Promote opportunities for undergraduate participation in science outreach programs to support the broader educational community. An example of a specific HHMI-supported

program in Keck is the summer pre-college program that is designed to highlight the excitement of modern scientific research and to acclimate students to college life (rather than to provide remedial coursework).

Strategy 4: Participate in Project Kaleidoscope (PKAL) and in a Southern California PKAL initiative that proposes “to develop a comprehensive institutional STEM Education Framework to help campus leaders translate national report recommendations into scalable and sustainable institutional actions that improve recruitment, access, retention, learning, and completion for all students in all STEM disciplines.”

Strategy 5: Provide and expand upon other sources of student support in science such as the Women in Science (WIS) club, which is a 5-college club based in Keck Science, and paid research fellowships during the academic year and summer.

Strategy 6: Promote and support applications for and engagement with STEM and diversity. Keck Science is participating in a study that is investigating retention in STEM following different approaches to introductory chemistry.

IV. Institutional Capacity Building

The WASC Commission noted that:

The challenges of achieving greater levels of diversity within the student body, faculty and staff, noted in the March 2002 Commission letter, continue today. Scripps has been successful in recruiting a diverse staff. However, student diversity has shown little change over the last four years, and faculty diversity remains a challenge. As the team noted “progress has been slower than it might be.” The Commission urges that this area continue to be a high priority, that plans and initiatives be formulated, implemented and evaluated in a timely fashion, and that progress in campus diversity is monitored on an ongoing basis.

GOAL 9: INCREASE FACULTY REPRESENTATION FROM UNDERREPRESENTED GROUPS

It is important to note that our faculty self-identify, and our understanding of our diversity is derived from these self-reports. In fall 2010, we provided our faculty the IPEDS (Integrated Postsecondary Education Data System) Race/Ethnicity categories and allowed them to self identify from these groups:

- American Indian or Alaska Native
- Asian
- Black, African American
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- Non-Resident Alien
- Decline to State
- Bi-racial or Multi-racial (Print all racial/ethnic identities that apply)

We collect this data as we hire new faculty. Our current full-time, multi-year faculty is shown below disaggregated by race/ethnicity (see Table 10). This group includes the Keck Scientists currently assigned to us.

Table 10: Current Full-Time, Multi-Year Faculty Disaggregated by Race/Ethnicity

	Professors	Associate Professors	Assistant Professors
Native American	0	0	0
Asian/Asian American	2	6	3
African American	2	0	1
Hispanic/Latina/o	2	5	2
White	27	20	11
Other	0	0	1
Total	33	31	18

Table 11: Current Female and Male Full-Time, Multi-year Faculty

	Professors	Associate Professors	Assistant Professors
Females	19	18	9
Males	14	13	9
Total	33	31	18

When we examine the last four years of tenure track hires, it is apparent that we are both replacing retiring faculty and filling new faculty lines in ways that begin to meet our goal of internationalization but not our goal of increasing diversity by hiring underrepresented faculty. Both internationalizing and diversifying the faculty are important goals that should not be put in competition with one another. However, the cohort of 19 faculty hired in the past four years includes the last significant set of new hires that we anticipate in upcoming years. If we have approximately 80 full-time tenure track faculty members, then in the past 4 years we have hired about 25% (19) new faculty without making a substantial change to our diversity (see Table 12).

Table 12: Disaggregated Tenure Track Faculty Hires for the Past 4 Years

	09-10	10-11	11-12	12-13	Total
Native American	0	0	0	0	0
Asian/Asian American	2	0	0	1	3
African American	0	0	1	0	1
Hispanic/Latina/o	1	0	0	0	1
White	3	2	2	0	7
Other	0	0	0	0	0
International	4	2	0	1	7

Total	10	4	3	2	19
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The trend of our hiring of females and males over the last 4 years is shown in Table 13.

Table 13: Female/Male Tenure Track Faculty Hires for the Past 4 Years.

	09-10	10-11	11-12	12-13	Total
Females	5	3	1	2	11
Males	5	1	2	0	8
Total	10	4	3	2	19

Strategy 1: Use best practices to hire a more diverse faculty. Our data shows us that this is critically important and that more work is needed to diversify our faculty.

Strategy 2: Utilize the Consortium of Faculty Diversity (CFD) Fellow Program. Hire a CFD Fellow for the Politics and IR Department for the 2014-15 academic year.

Strategy 3: Support housing jointly funded hires in ethnic studies at Scripps. The faculty members in Africana Studies and Chicana/o, Latina/o Studies reside at Scripps and contribute to diversifying the faculty both in presence and in scholarship. The Asian American Studies hire is housed at Pitzer.

GOAL 10: MAINTAIN AND INCREASE DIVERSE STAFF HIRING AT ALL LEVELS

At first glance, Scripps appears to be fairly successful in recruiting a diverse staff. In fall 2012 data, women represented 75.7% (181) of our employees. Self-identified white employees comprise 47.7% (114) whereas non-white employees comprise 50.63% (121): African American 8.37% (20); Latino/a 35.98% (86); Asian 3.77% (9); Pacific Islander 2.51% (6); 3 employees did not report a category and one employee reported two or more categories.

Although these numbers appear positive, these data do not indicate the type of staff position held (e.g., senior staff, director level staff, non director staff) and how this is disaggregated by ethnicity. This data is still being calculated, however, we do have information about senior staff and Student Affairs staff.

For the purposes of this document, the senior staff includes the President, Chief of Staff, and the 6 Vice Presidents (Institutional Advancement, Student Affairs, Enrollment, Finances, Communications and Marketing, and Academic Affairs). In the past four years, we moved from one senior staff member of color to two (VP for Student Affairs is Asian American and VP for Enrollment is Latina/Chicana). Seven of the eight senior staff members are women.

Student Affairs staff is roughly 50% staff of color, including at the director level. The Vice President for Student Affairs and Dean of Students is Asian American. Out of 6 directors, 2 are African American and 1 is Latina/Chicana. Out of a total of 21 members of the Student Affairs staff there are: 2 Asian Americans, 4 African American, 2 Latina/Chicana, and 2 multi-racial staff. Amongst the 21 staff members there are also first generation college graduates and individuals who identify as LBGQTQ.

Strategy 1: Hire a more diverse staff.

Strategy 2: Provide resources and training for our staff.

GOAL 11: BETTER UNDERSTAND THE DIVERSITY NEEDS OF OUR ALUMNAE

Strategy 1: Develop and work with the Alumnae Leadership Council (ALC). The ALC currently includes an Alumnae/Student Diversity Chair (ASDC) and the alumna representative on the PACDI. The ASDC chair manages these liaisons. The goal is to have at least one alumna and student for each of the diversity groups (Wanawake Weusi, Cafe Con Leche, Family, Asian American Student Union) represented on the ALC.

Strategy 2: The Alumnae Office has administered an alumnae survey and intends to disaggregate the data collected to better understand the experiences of our alumnae.

Strategy 3: Reach out to alumnae to make sure they are knowledgeable about diversity at Scripps.

GOAL 12: IMPROVE COMMUNICATIONS ABOUT DIVERSITY ON CAMPUS

Open and regular communication among the members of the Scripps community on issues of diversity is essential to developing and maintaining an inclusive environment. Individuals and groups need to know how, where, when, and to whom issues can be raised. There also needs to be communication about how these issues will be considered and addressed.

For example, students continue to notice the discrepancy between the Scripps represented on the website and the reality of lived experience at the College. The Office of Communications and Marketing has initiated several programs to provide a more authentic representation of our student body and general community.

Strategy 1: Invest in and commit to comprehensive outreach to underrepresented communities and provide proactive, institutional support to diverse students on campus.

Strategy 2: Provide regular communication about diversity progress to the community.

Strategy 3: Work with the Office of Communications and Marketing to provide materials that represent Scripps more authentically in terms of diversity.

GOAL 13: USE AVAILABLE METRICS TO EVALUATE OUR PROGRESS

At the present time, data on admissions, student success, campus climate, faculty demographics, new hires, and administrator diversity are either available or being collected and can be monitored. Moving forward we must assess key metrics consistently and report findings so they can be used to assist in policy decision making where appropriate.

Strategy 1: Provide regularized reports using the key metrics developed in this plan, in addition to other issues that are emerging, to continually monitor progress.

Strategy 2: Identify the key survey or surveys to be used to monitor the experience of faculty, staff, students, and alumnae. Fewer surveys with more attention to response rates are critical. The surveys should be compiled in a timely manner with feedback to the community.

Strategy 3: Responsibility for monitoring progress and implementing change should rest with senior staff, the relevant administrators, faculty and student governance groups, PACDI, and the Board of Trustees.

Strategy 4: A climate of engaging difficult conversations should be developed so that the more qualitative elements of improving the climate for all groups can be attained.

Recommendations

Throughout this draft diversity strategic plan there are strategic recommendations. The next step for this document is to bring it forward as a recommendation to the President and Senior Staff.

There are multiple models that one can envision to ensure successful progress on this strategic plan. Some have posited that a Chief Diversity Officer should be hired to facilitate progress, keep diversity central to our efforts, monitor progress, and serve as a resource. Others have argued that it is better to place the responsibility within the administration of the College. Whatever model is selected for Scripps, the key is that we want and need to continue making significant progress on diversity and inclusivity. Addressing the strategies outlined in this document will require responsibility from virtually all constituencies at Scripps College.

One critical factor that we know is important to ensure success is regularized accountability. An annual report (recommended under Goal 13), using the framework outlined here and metrics that are emerging, will be critical to seeing where progress has been made and where new efforts will be required. As part of this report, the staff or governance entity identified as responsible for the goal will present what has been accomplished, the effects of those accomplishments, the next steps needed and a plan of action for those next steps, and any new issues that have arisen.

We are at an exciting juncture where we have begun to make progress in terms of diversity and inclusivity, and this document is the imperative to continue these strides in a compelling and urgent manner and to address areas where our goals have not been reached. It will take leadership at all levels, communication, accountability, and intentionality to succeed.