

Grinnell College Diversity and Inclusion Plan (2017 - 2018)

The Intentional Pursuit of a Diverse and Inclusive Grinnell

When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a [mission](#) to educate its students "for the different professions and for the honorable discharge of the duties of life." Accordingly, "The College pursues that mission by providing an education in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances. The College aims to graduate individuals who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others' ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good."

Currently, Grinnell identifies a diverse community of people and perspectives as one of its three [core values](#). In addition to its core mission, Grinnell has identified diversity in the liberal arts as a cross-cutting theme across its [strategic plan](#).

The following diversity plan is focused on developing not only a diverse campus community, but more importantly, on creating a welcoming and inclusive environment that supports the success of all those who live, learn, and work here.

What is diversity?

Diversity is that which makes us different from each other, including who we are, where we're from, what we believe, who we love, and our current circumstances, abilities, and lived experiences.

In recognizing our differences, we must also acknowledge the history and persistence of structural, systemic, institutional, and individual oppression and discrimination in higher education.¹ Grinnell is committed to establishing and maintaining a safe and nondiscriminatory educational environment for all College community members. We are committed to a policy of nondiscrimination in matters of admission, employment, and housing, and in access to and participation in its education programs, services, and activities.

The College does not discriminate on the basis of race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, pregnancy, childbirth, religion, disability, creed or any other protected class. Discrimination and harassment on any of the bases covered by state or federal antidiscrimination statutes is unlawful and a violation of Grinnell College [policy](#).

¹ Arminio, J., Torres, V., & Pope, R. L. (Eds.). (2012). *Why Aren't We There Yet? Taking Personal Responsibility for Creating an Inclusive Campus*. Sterling, VA: Stylus.

What is inclusion?

Being inclusive is more than just a commitment not to discriminate. Being inclusive requires an active, intentional, coordinated effort to promote the full participation and contributions of all college constituents. This requires focused work, but most importantly, the structure, authority, commitment, financial, and human resources to support concerted action over time. It also moves beyond a concern with numbers to a focus on how we can create a supportive and inclusive Grinnell.

In a truly reflective community, diversity and inclusion work is ongoing and never-ending. It rejects assimilation and deficit-based thinking that assumes that those who are underrepresented need special help to adjust to Grinnell. Instead, our institutional commitment to social justice requires a willingness to continue reimagining systems and practices that nimbly respond to the growing needs of our diverse campus community.

In this plan, “doing” the work of diversity and inclusion is prioritized over empty platitudes and documents that are filed away to collect dust. Because of the ever-changing nature of the world in which we live, our diversity plan must be an iterative plan of action that is agile, regularly reviewed, and evolves with the changing needs of the campus. The recommendations which follow require careful evaluation and revision on an annual basis by the council on Diversity and Inclusion, and all areas of the College must be accountable for implementing its stated goals.

I. The Role of the Council on Diversity & Inclusion

The mission of the Council on Diversity & Inclusion (CDI) is to provide strategic recommendations to the President on how to develop and sustain an inclusive and diverse campus community and to evaluate the effectiveness of the College's practices. It is also charged with:

- Consulting and serving as a resource for campus units as they develop, implement, and assess their diversity initiatives.
- Assessing campus climate every 3-4 years in consultation with Institutional Research.
- Recommending policies, practices, and programs designed to improve campus climate for all faculty, staff, students, alumni and guests.
- Annually reviewing, revising, and implementing the Grinnell College Diversity Plan.

The CDI is composed of students, faculty, and staff who represent a variety of offices and constituencies on campus, who are available to hear questions and concerns from the campus community. The CDI is chaired by the Chief Diversity Officer and the Director of Intercultural Affairs, who work to move the work of the group forward. The CDI reviews, revises and implements the Grinnell College Diversity Plan.

II. Institutional Progress Toward Greater Diversity and Inclusion

In 2009, the College hired Rankin & Associates to conduct a campus climate survey to assess diversity and inclusion. The President created an ad hoc committee to review the survey results provided in the report submitted by Rankin & Associates. In 2011, The Ad Hoc Committee on Campus Climate Report recommended several proposed methods for improving campus climate. Recommendations included initiatives to improve conflict resolution; create greater transparency and accountability; enhance mentorship and professional development. The following list highlights many examples of the progress that has been made since 2011:

Ad Hoc Committee's Recommended Initiatives to Improve Conflict Resolution on Campus

- Ombudsperson Hired and Initiated Crucial Conversations Trainings, mediating disputes, providing Conflict Resolution training (Completed)
- Revision of Staff Handbook to Include Clear and Transparent Protocols for Dealing with Conflict (Continuing)
- Staff Council Created (Completed)
- Hate Crimes and Bias-Motivated Incidents Protocol Developed and Implemented (Completed)
- Restorative Justice Working Group Implemented Elements of Restorative Justice in the Conduct Process (Completed)

Ad Hoc Committee's Recommended Initiatives to Create Greater Clarity, Transparency, and Accountability on Campus

- Implementation of a New Annual Review Process in Student Affairs (Completed)
- Publication of a Revised Staff Handbook (Continuing)
- Hate Crimes and Bias-Motivated Incidents Revised and Awareness Campaign Promoted (Completed)
- Bias-Motivated Response Team Assembled (Completed)
- A Performance Review Task Force Created (Completed)
- Ongoing Revision of the College Website (Continuing)
- Town Halls (Now Called Community Hour) and President's Office Hours (Continuing)
- Faculty Chairs Training on Conflict Resolution (Continuing)

Ad Hoc Committee's Recommended Initiatives to Provide Effective Mentorship, Professional, and Interpersonal Development

- Professional Development Funds for Staff for Travel to Conferences or Workshops (Ongoing)
- Evening Courses for Staff Who are Trying to Complete a Grinnell Degree (Monday night timeslot was a response to this recommendation).
- Funds for Staff to Supplement Coursework Elsewhere (Added access to one free Grinnell course per semester, ongoing)
- Implementation of a Well-Developed Mentoring Program for New Faculty (Completed)
- Establishment of the Writing Mentors Program (Continuing)
- Mentoring for First Generation Students (Continuing)
- Peer Connection Pre-Orientation Program (PCPOP) (Continuing and expanding)
- Additional Human and Financial Resources for Intercultural Affairs (Completed)
- Space Added for Documenting Diversity Work in Annual Faculty Activities Reports (Completed and ongoing)
- Ad Hoc Committee on Community Space Created to Investigate Ways to Provide Space for More Faculty and Staff Interaction (Discontinued)

Other Ad Hoc Committee Recommendations

- Creation of the Council on Diversity and Inclusion (Completed)
- Assessment of the Proper Structure for Effective Diversity Work (Continuing)
- Ongoing Training for Faculty, Staff and Student leaders on Issues Related to Campus Climate (Title IX, Implicit Bias, Bystanderism, & Accessibility) (Continuing)
- Diversity-themed Common Read for First Years (Continuing and expanding)
- Pilot to include Diversity and Inclusion Topics in Tutorial (Fall 2017; Short course delivered, Spring 2018; ongoing)
- Implicit Bias Training for SEPC Students Participating in Faculty Searches (Continuing and required)
- Grinnell Equity Advocates Program for Tenure-Track Faculty Hiring (Continuing)

- Accessibility Committee Established (Completed)
- Disability Resources Expanded (Completed)
- Approval to Hire a Diversity Manager in Human Resources (Completed)

III. Diversity Planning Process (2015-Present)

During the 2015-2016 academic year the CDI decided that it was time to conduct another campus climate survey. After researching national instruments and evaluating and revising the survey questions from the last assessment, the CDI determined that it would use a revised version of the 2009 survey. Survey questions were finalized in spring 2016 and submitted to the College's Institutional Review Board for approval. In December of 2016, the survey was approved for release and went out to all Grinnell students and employees. Data collected was then analyzed and prepared to be shared with the campus at community forums. In the fall of 2017, the Co-Conveners of the CDI presented data at three open sessions and to various campus committees and groups.

In addition to assessing campus climate, the CDI reviewed the co-curricular and classroom conditions that needed to exist in order to make our educational experience accessible to all students. Informed by professional expertise and an extensive review of the literature on identity development; four critical goals were identified (healing, learning, relating, and educating) that should be pursued in our efforts to encourage diversity, inclusion, and social justice within the co-curricular experiences of students. In addition, the CDI discussed the importance of providing training on inclusive teaching methods and reviewing the diversity of our curriculum. The CDI has also reviewed and discussed college employment data and the challenges that the College faces as it seeks to recruit and retain a diverse group of employees. While the College has made some significant progress in terms of faculty hiring, diversity hiring procedures for staff still need to be addressed.

IV. Goals of Grinnell's Diversity and Inclusion Plan

This plan seeks to provide a roadmap for diversity and inclusion efforts at the College. These goals and recommendations add or expand on existing college practices and policies and seek to align with the College's most recent Strategic Planning document. The work incorporates a broad understanding of functions and structures that support diversity work across all aspects of the campus; an accountability structure that rewards progress; and regularized assessment processes that review our progress and guide priorities, revisions, and next steps.

Major cross-cutting themes of the plan include:

- Accountability and Responsibility for Diversity and Inclusion Work
- Human and Financial Resources Needed to Meet Diversity Goals
- Increased Interdepartmental Communication and Collaboration

- Issues of Access and Equity in Employment
- Improving the Student Experience
- Improving the Experience of All Employees

In order for Grinnell College to infuse diversity throughout our campus, we must have a mission-driven commitment; ways to identify and remove manifestations of implicit and explicit bias; meaningful representation for all campus members in College decision making; and an acceptance of the transformational imperative of building a truly diverse and inclusive community. Three levels of commitment to inclusive practice are necessary as we move forward:

- Institutional Policy and Practices
- Departmental Culture and Practices
- Individual Practices

The following recommendations are structured to follow the six strategies included in Grinnell College's Strategic Action Plan (italicized below). Each strategy is followed by the CDI's recommendations.

Grinnell College's Strategic Action Plan

Strategy 1. Enrollment

Goal: *Attract, enrich, and graduate a diverse and talented student community. Create a student body that individually and collectively reaches a remarkable record of achievement and that maximizes the interactive learning opportunities for all Grinnell students.*

Objectives:

- *Develop financially sustainable admission and financial-aid policies consistent with a mission of academic excellence and educational access.*
- *Develop guiding principles for the composition of the student body.*
- *Reduce the reliance on the endowment for operating support.*
- *Maintain the academic profile of the incoming classes of students.*
- *Focus financial aid to provide access to a Grinnell education for academically qualified students with significant financial need or backgrounds that would create an obstacle to earning a college degree.*
- *Increase the diversity of the student body to provide a robust learning environment.*
- *Understand and positively influence market perceptions of prospective students and their families.*

- *Enroll entering classes of students who are strongly matched to Grinnell and therefore are likely to succeed and graduate.*
- *Retain and graduate students who choose to pursue an education at Grinnell.*

Diversity, Inclusion, and Enrollment: Recommendations

- 1.1. **Reassert commitment to racial and ethnic diversity**, even as we embrace a broad definition of diversity and inclusion. We must consider intentional ways to expand the focus on “diversity” as defined earlier in this document to include students of differing abilities, racial and gender identities, immigration status, first generation status, socio-economic status, religious background, academic interests, etc. As we look to yield international applicants, national and socio-economic diversity within that cohort is also an imperative.
- 1.2. **Regularly review policies and practices** to identify and reduce potential barriers for applicants.
- 1.3. **Increasing Grinnell’s partnerships with local, regional, and national Community Based Organizations (CBOs) and/or college access programs such as Chicago Scholars, QuestBridge, and RaiseMe** should continue. Admission staff visit community based organizations throughout the nation and around the world. Most CBOs have the stated purpose of increasing college access to underrepresented students.
- 1.4. **Increase partnership between Admission and diversity practitioners on campus** [including the Offices of Diversity and Inclusion; Coordinator of Diversity, Inclusion and Student Programs in Athletics; Disability Services; Intercultural Affairs (which includes work with multicultural groups, the Black Cultural Center, and the Stonewall Resource Center); International Student Affairs; and Religious Life (CRSSJ)]. This will allow for professional development about inclusive practices and will inform admission officers about all the diversity and inclusion events and programs happening on campus to share with prospective students.
- 1.5. **Increase the training, engagement, and diversity of current students who interact with prospective students, campus visitors, and yield efforts.** Grinnell students are amazing – and we want to increase their visibility to campus visitors and newly admitted students. In addition to engaging more students, of course, we must offer training so that all of our student staff are in tune with the breadth of diversity at Grinnell. Some examples could include:
 - a. **Create a more diverse pool of overnight hosts:** Admission is always in need of students to host our overnight visitors. Our currently enrolled students are our best ambassadors and they do an amazing job of orienting visiting students to the finer points of the Grinnell collegiate experience. It would be wonderful to have a larger group of students, first – fourth year, to call upon for individual visits and for our larger on-campus programs.

- b. **Recruit more multicultural and international students to be tour guides:** Part of every student visit includes a tour of campus. Admission can increase our efforts to invite multicultural and international students to apply for these positions. We should also do better at training ALL tour guides to know more about the breadth of student experiences and services.
 - c. **Develop a comprehensive historical tour that demonstrates Grinnell's social justice past:** It is important to share Grinnell's historical connection to the abolitionist movement and underground railroad.
 - d. **Continue to employ multicultural and international student interns:** Admission employs one to three students to assist with the recruitment of multicultural and international students. These students send emails, make phone calls and will help host online group chats to connect with both prospective applicants, and then with admitted students.
 - e. **Recruit multicultural and international senior interviewers:** Admission employs between six and nine students to interview prospective students throughout the year, these students are assigned interviews throughout fall, winter and spring. Additionally, the senior interviewers will help staff panels during on-campus programs, and if they are willing and able, they conduct interviews when they are home for fall, winter or spring break.
- 1.6. **Review and increase the engagement of Alumni in reaching out to admitted students, parents, and families to encourage visits and enrollment.** Admitted students receive their admission letters in December (ED) or late March (RD). They receive a lot of communication from Admission staff. We could do more to facilitate communication with enrolled students and/or alumni, with the potential to focus on affinity groups. It would be great to have admitted students of color, for example, receive a phone call from our alumni. Much like our currently enrolled students, alumni are great ambassadors for the College. We recommend creating a systematic process through which we connect newly admitted students of color with our alumni. Some of this is already taking place in the international recruitment process, but that effort could also be increased.
- 1.7. **Improving the College's virtual tour is important.** Not all prospective students and/or families are able to visit campus, so the virtual tour is especially significant. The Admission website, with appropriate links to student support services, is an essential partner in offering an inviting and honest overview of what Grinnell College has to offer.
- 1.8. **Creating additional language versions of the Admission website** targeted to specific audiences will illustrate that we value diversity and support inclusion.
- 1.9. **Creating a diversity portal will support our diversity and inclusion initiatives.** The College's web-presence is important for all external constituents, but it is essential as we consider recruitment for diverse audiences from across the country and around the world.

- 1.10. **Implement a “User-Friendliness” Initiative.** The College has so many support networks, and some are underutilized and would benefit from clearer communication and broader awareness. Seeking resources can be especially challenging for students who feel overwhelmed, don’t have familial support or resources, or are navigating a new social and cultural environment for the first time. Increased attention to web and intranet resources is critical, including for example:
- a. **College engagement with external partners for services.** Information provided by our Student Health Insurance provider and the TouchNet billing portal, for example, is confusing and far from user friendly. College offices who manage these relationships should insist providers offer more clarity to our students.
 - b. **Create more intentional outreach about the [Emergency Fund](#)** for students, administered by Student Affairs. The fund offers *“assistance to students experiencing significant difficulties or crisis situations to ensure that each student has the opportunity to achieve their academic and co-curricular goals at Grinnell College.”* Intentional outreach to ensure staff, faculty, and students are aware of this valuable resource is needed.
 - c. **Review current support options during break periods and consider increasing support.** Grinnell’s residence halls remain open and students may stay on campus, at no additional cost, over fall, Thanksgiving, and spring breaks. Over winter break, students from outside of the U.S. can register to stay on-campus, and domestic students can also request permission to stay (typically due to financial or family challenges). The OISA already offers limited break programming (including grocery access, several meals, and social opportunities) and most offices remain open, including SHACS (with the exception of Dec 23 – Jan 1). Additionally, Intercultural Affairs opens, stocks, and maintains the MLC kitchen over break, and the CRSSJ recently announced the launch of a **food pantry**. We applaud these initiatives, and encourage a collaborative approach to promoting and sustaining appropriate break support.
- 1.11. **Increase outreach about access to off-campus study.** Grinnell places significant value, and directs significant financial and human resources to supporting off campus study, through short term and semester long programs. These opportunities are available to all Grinnellians who are academically eligible. We encourage The Institute for Global Engagement and Off-Campus Study to continue to improve their advising and outreach about these opportunities, to counter the impression that these opportunities are financially prohibitive. We also encourage IGE and OCS to explore and expand domestic off campus study opportunities, considering the challenges that some students face when crossing international borders.

- 1.12. **Continue to improve Dining Services related to diversity and inclusion**, including but not limited to the following:
- a. **Expand meal plan options.** Students have voiced a desire for a broader variety of meal plan options so they can put money otherwise spent on unused meals towards other food choices.
 - b. **Continuing to improve the dining hall** response to religious dietary needs is vital to meaningful inclusion.
 - c. **Meal planning for the dining hall and auxiliary services should** consider the diversity of Grinnell's student body. Dining Services is encouraged to appropriately expand their food offerings in the Market Grill, Spencer Grill, and the new café in HSSC. We also recommend that the Dining Services committee consider ways to seek feedback and contributions from students, faculty, and staff with diversity and inclusion in mind.
 - d. **Before using cultural labels to identify food**, Dining Services is expected to consider authenticity and the relevance of source descriptions.

Grinnell College's Strategic Action Plan

Strategy 2. Teaching and Learning, inside and outside of the classroom

Goal: *Re-envision Grinnell's commitment to a liberal education and its value in the twenty-first century. Create an innovative and evolving student centered, liberal arts curriculum (academic experience) that enables students to be successful in an ever-changing world and informs and enriches the lives of Grinnell graduates.*

Objectives:

- *Create an adaptive curriculum and pedagogy that will evolve fluidly, creatively, and intentionally in response to new and sometimes unanticipated challenges.*
- *Cultivate students who can integrate knowledge across disciplines, who are sophisticated in their writing, analysis, and research, and who understand the social basis and responsibilities of knowledge.*
- *Create a flexible environment that allows for creativity and collaboration across disciplines.*
- *Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.*

Diversity, Inclusion, Teaching, and Learning: Recommendations

Drawing on identity development theories, we identified preliminary curricular and co-curricular goals that our plan should address. These include healing, learning, relating,

and educating. Assessing our ability to impact students in these four areas should provide a solid and well-rounded approach to encouraging diversity, inclusion, and social justice within the curricular and co-curricular experience.

- 2.1. **Promoting holistic wellness should be a priority.** We need to provide resources to develop programs that teach students, faculty and staff methods for self-care. This includes providing ways for affinity groups to reflect on their experiences in and out of the classroom, both on and off-campus.
- 2.2. **Support students' personal development and increase opportunities for self-reflection.** Programming to help Grinnellians to understand themselves, others, and the self in relationship to others is invaluable to Grinnellians who may be experiencing a diverse community for the first time. Programming may include a retreat similar to the Posse Plus Retreat.
- 2.3. **Relating to others and creating social environments that increase contact and relationship building among diverse groups of people** needs to be prioritized. Leadership training for organizations and leaders on campus should be designed to promote intergroup communication and relationships.
- 2.4. **Educate (inside and outside of the classroom) faculty and staff about inclusive methods as a regular and ongoing part of professional development.** Creating inclusive environments for learning and the provision of services is an integral part of our work as educators. All employees should have access to professional development opportunities that teach how to be inclusive and culturally aware. Such skill-building should be regularly offered throughout one's career at the College. Progress in this area should also be assessed during normal review processes.
- 2.5. **Evaluate the diversity of the curriculum regularly.** As part of the existing schedule of departmental and divisional reviews, academic departments should be required to develop diversity and inclusion goals, which will be assessed during departmental reviews.
- 2.6. **Revisit and consider implementing the initiatives, programs, and policies recommended by the [Task Force on Residential Learning](#), the [Disability and Accessibility Implementation Task Force](#), and the [Grinnell College Sustainability Plan](#).**
- 2.7. **Train faculty and staff about campus life issues** to learn appropriate ways to support students and to understand and respect the expertise that our staff colleagues provide.
- 2.8. **Continue to extend diversity and inclusion programming and curriculum for students beyond New Student Orientation.**
- 2.9. **Pilot interdisciplinary learning communities** that can provide ongoing support and skill development for faculty and staff who are working to make their classrooms and offices more inclusive.

- 2.10. **Naming conventions** can introduce a variety of challenges, considering the confluence of legal documents; privacy issues; and personal preferences. These challenges are particularly salient for transgender or transitioning students, and for international students who use a ‘western’ preferred name in addition to their legal name. Naming conventions impact College processes, and they impact the student’s experience –personally and logistically. We recommend a review of these issues, and understand that this effort is already in process.
- 2.11. **Systemic opportunities for integrated and identity-informed advising** should be created. Collaboration amongst the tutorial faculty, CLS advisers, and RLCs should be encouraged and supported.
- 2.12. **Train and develop educators (students, faculty, and staff) who are skilled** in addressing campus needs in an intersectional way, and specifically trained to educate around diversity, inclusion and social justice with a focus on legal obligations, best practices, and proactive, aspirational ways of engaging students, faculty and staff across difference.
- 2.13. **Annual inclusive teaching workshops** that focus on providing pedagogical tools for faculty and staff, for example the utilization of faculty-initiated midterm evaluations that help professors assess the climate of their classrooms.
- 2.14. **Evaluate and use best practices to address the effects of bias** in the classroom; on student evaluations of faculty; and the faculty review and promotion process.
- 2.15. **Support non-native speakers** through the evolution of our ‘Writing Lab’ to a ‘Writing and Speaking Lab’. The development of a Language Learning Lab also offers potential infrastructure to support this need. We recommend additional review of the needs of non-native speakers, with regard to course selection and distribution, as well as overall academic success.

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Strategy 3. The Grinnell Learning Place

Goal: *Build learning spaces that encourage collaboration, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College community.*

Objectives:

- *Create learning spaces that promote collaboration, creativity, and inquiry.*
- *Configure facilities with the right technology and access to necessary data and primary source material to support emerging forms of inquiry-based learning.*

- *Design spaces to enable faculty to show films, do in-class work on statistics packages, or use databases of images and sounds, and allow students to create different forms of work products.*
- *Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.*
- *Make better use of College facilities during the summer.*
- *Create regular opportunities for employees to interact.*

Diversity, Inclusion, and the Grinnell Learning Place: Recommendations

- 3.1. **Cultural centers should reflect best practices.** There should be a review and evaluation of current best practices for cultural centers in higher education. Advisory groups should be appointed to consider these best practices as they apply to our campus, make appropriate recommendations, and request support for the Stonewall Resource Center and the Conney M. Kimbo Black Cultural Center.
- 3.2. **Multicultural leadership suites should be more visible.** The MLC suites on the 2nd floor of the JRC offer excellent space for student leadership. Regular activities, communication, and creative signage would help to draw more people into this space.
- 3.3. **Continue to support religiously diverse spaces,** such as the new Muslim and Hindu prayer spaces in the Center for Religion, Spirituality, and Social Justice and continue to grow in our support.
- 3.4. **Establish all-gender restrooms in every building.** The College has already begun this process with the re-signage of all single-occupant restrooms. When buildings do not have single occupant restrooms, architectural solutions should be explored to comply with code, and then the re-signage of multiple use restrooms should be pursued and approved through the city's official regulatory channels, including the pursuit of a variance when needed.
- 3.5. **Establish a virtual map, with a web presence, to showcase diverse activities** at Grinnell. There are so many functions at the College that connect to the mission of diversity and inclusion, but we could greatly improve how this is communicated on-line, including the locations of all-gender restrooms.
- 3.6. **Accessibility should be a primary design criteria** for planning new and renovated spaces. We must be attentive to design elements, including:
 - a. bathrooms large enough for people on scooters to enter and use the bathrooms in the same manner as others;
 - b. access to entrances/exits and elevators to be equitable for persons with mobility impairments and those without;

- c. accessible paths within buildings and between buildings on campus to be equitable for those with mobility impairments and those without; and
 - d. surfaces of new construction to enable those hard of hearing to hear without background noise or bouncing sound.
 - e. appointing a person (or persons) who are knowledgeable about accessibility to serve on the planning team for that project.
- 3.7. **Art in public spaces** should showcase art that celebrates local, regional, and global diversity.
- 3.8. **Public spaces that encourage dialogue** should be created. Because we are an educational institution, we should provide spaces that encourage public expression, political engagement, and the sharing of diverse opinions.
- 3.9. **Transportation** can be a challenge for all Grinnell students, but the challenge is especially impactful for high need students and for international students. Grinnell needs to improve and clarify access to transportation via Facilities Management, Campus Safety, and SHACS. We recommend the formation of a committee to assess the current options and challenges and to review, improve, clarify, and communicate (with a nod to the centralized 'user friendly initiative') – how these services are promoted, managed, and accessed by students. Relevant needs and issues are related to: Airport Transportation; Local and Regional Transportation (Health, Education Internships, groceries); and access to Adult Drivers Education. Consider bringing ZipCar back to campus.
- 3.10. **Continue ongoing work that encourages** the interaction with members of the town of Grinnell and surrounding areas.

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Strategy 4. Post-Graduate Success

Goal: *Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors. Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.*

Objectives:

- *Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).*
- *Increase learning experiences outside the classroom.*
- *Guide students to apply, reflect on, and articulate how their skills are applicable to their futures.*

- *Develop programs that facilitate networking and mentoring relationships between students and alumni.*
- *Expand career development support to young alumni.*

Diversity, Inclusion, and Post-Graduate Success: Recommendations

- 4.1. **Establish an identity-informed mentoring program.** Develop mentoring programs informed by a complex understanding of identity to support students holistically in their career and life goals after graduation.
- 4.2. **Help all students develop communication skills for success in a diverse world.** As an educational institution committed to social justice, diversity, and inclusion, we should provide an environment where students can learn how to be successful in a world where they will encounter divergent opinions and beliefs. Students should be able to communicate, work collaboratively, and make decisions based on careful consideration of all relevant factors.
- 4.3. **Continue to increase alumni engagement** through the recruitment of a diverse group of alumni to partner on programming with Careers, Life, and Service (CLS).
- 4.4. **Diversity practitioners and CLS should** increase collaborative efforts. Diversity practitioners include but are not limited to the Chief Diversity Officer, Intercultural Affairs, and Coordinator of Diversity, Inclusion, and Student Programs in Athletics and The Institute for Global Engagement.

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Strategy 5. Alumni Engagement and Philanthropy

Goal: *Foster life-long learning and contributions of alumni in the College's intellectual life, service, and mentorship and advising. Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.*

Objectives:

- *Actively serve alumni in ways that they deem meaningful.*
- *Increase the quality and frequency of engagement activities involved with faculty, staff, students, and each other.*
- *Create engagement opportunities that reflect Grinnell's commitment to academic rigor, independent thinking, service, and mentorship.*
- *Instill in each student a strong sense of attachment to the College, its mission, and its community.*

- *Foster a culture of philanthropy that recognizes the crucial role of alumni giving and provides meaningful opportunities to give back to the College community through their time, energy, expertise, and money.*

Diversity, Inclusion, Alumni Engagement and Philanthropy: Recommendations

With a growing percentage of the Grinnell alumni and student community who identify as belonging to a diverse community, the Office of Development and Alumni Relations needs to be swift and responsive in encouraging alumni of color, international alumni, LGBTQIA+ alumni, and others, to find and maintain meaningful connections and active engagement with the College. This will require recognition of the need to repair broken relationships between certain affinity groups. Also, success will require adequate staff and programmatic resources commensurate with the institutional commitment to diversity.

- 5.1. **Creation of a DAR position to support diverse alumni-student initiatives:** We highly recommend creating a new FTE in the Office of Development and Alumni Relations to serve as a coordinator and an agent of resource to our diverse alumni and student communities. This individual would work closely to cultivate leaders among Grinnell's diverse alumni groups, build structures and organizations that center on culturally-focused alumni affiliation and interaction, and foster intercultural collaboration with campus partners, and strengthen relationships with alumni.
- 5.2. **Support identity-based alumni volunteer opportunities.** The Diversity and Inclusion Committee of Alumni Council is developing an identity-based alumni volunteer program, with the goal of connecting current students who hold minoritized identities to alumni who share a similar identity, because underrepresented students need additional community and resources beyond what is currently provided by the College. The alumni can assist students in navigating their lived experiences and serve as an additional resource allowing students to thrive during their time at Grinnell. These engagement opportunities may be a simple one-time question, student organizational support, or ongoing long-term mentoring relationship. Alumni can provide additional perspectives and emotional support along with the formal mentors students already have on campus, i.e. tutorial advisor, CLS advisor, and residence life coordinator. As part of this process, it is important that we are clear about how we are defining affinity groups.
- 5.3. **More actively recruit diverse alumni to participate in CLS initiatives:** CLS offers intentional programming that serves students and is great for retaining alumni interest. But our volunteerism trends toward alumni who do not effectively represent the spectrum of our intersectional student community. We need to invest more time in the recruitment of an intentionally diverse alumni group of hosts, speakers, etc. This position will work closely with the Assistant Director of Alumni and Donor Relations for Career Programs to achieve this goal.

- 5.4. **Coordinate the development and sustained engagement of alumni identity-based affinity groups:** Affinity programs create space for alumni of shared identities to connect on meaningful levels beyond the traditional class and regional structure. This program will increase opportunities for alumni to get involved and meet other Grinnellians, foster a sense of community, build a medium through which alumni can network and share information and resources, engage in appropriate, targeted fundraising activities, and create a sense of community and shared values. These affinity groups will work in tandem with the evolving career communities and established athletic-based affinity groups. Some examples of affinity groups that could be created are: Black alumni group, Latinx alumni group, LGBTQIA+ alumni group, and so on. The creation of the affinity groups will be based on the number of each group in the alumni database and current engagement and participation with the College.
- 5.5. **Create sustained leadership for regular multicultural alumni-student event programming, with growth to encompass international alumni communities:** The first Multicultural Alumni Weekend was held on campus November 10-12, 2017 with over a 100 alumni returning to participate and engage with students, faculty, staff and each other in events, panels, and discussions about the College's ongoing diversity and inclusion efforts. Trustee Bob Austin was honored for his years of service to the College. Professor Kesho Scott received the newly created Diversity Champion Award, which will be presented at future Multicultural Alumni Weekend. The main objective of the weekend was to rebuild and strengthen the relationship of underrepresented alumni to the College. This weekend was intentionally designed to include Grinnellians whose intersectional identities fall under the multicultural umbrella. These communities included: alumni of color, LGBTQIA+ alumni, first-generation alumni, international alumni, alumni with disabilities, and Jewish alumni. Development and Alumni Relations (DAR) plans to make this a biennial event, and continue to expand its commitment to diversity.
- 5.6. **Support specialized off-campus activity for select diverse alumni communities:** Provide support for the growth and development of a sustained regional activities' plan for select international markets as well as targeted domestic programs (e.g. Posse LA celebration in spring 2018) that facilitate regular engagement among our diverse alumni communities above and beyond traditional models. This position will work closely with the Associate Director of Alumni and Donor Relations for Regional and Special Events and the Assistant Director of Alumni and Donor Relations for Regional Programs.
- 5.7. **Continue development for donor opportunities globally:** Build opportunities for donors from outside of the U.S. to receive appropriate tax credits for non-profit donations.

Grinnell College's Strategic Action Plan

Strategy 6. The Management of Grinnell's Infrastructure Resources

Goal: Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Create a fiscally sustainable business model that supports the College's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.

Objectives:

- Invest strategically in the College's program and facilities to ensure a high quality educational experience.
- Maintain prospective student demand for a Grinnell education.
- Develop a mechanism to support innovation of faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices.
- Develop a research and development environment in operations, where appropriate.
- Develop a culture of continuous planning and evidence-based decision making.

Diversity, Inclusion, and The Management of Grinnell's Infrastructure Resources: Recommendations

- 6.1. **Develop diversity hiring policies and procedures for staff positions.** This would include clear instructions contained in a hiring handbook and accountability throughout the hiring process. Like faculty postings, the language in staff job postings should include the latest version of the first paragraph of our nondiscrimination policy.
<https://www.grinnell.edu/about/policies/nondiscrimination>
- 6.2. **Advertise more staff positions in national venues.** To recruit diverse candidates, some staff positions require the casting of a wider net than local newspapers. Consider the allocation of more resources for advertising as appropriate. Add moving expenses based on distance where appropriate.
- 6.3. **Utilize competent search firms to cultivate diverse hiring pools for staff searches.** The College should employ search firms that specialize in recruiting a diverse pool of candidates.
- 6.4. **Expand the Grinnell Equity Advocates Program.** Currently, we only use equity advocates for tenure-track faculty searches. Extending this program to staff will help to mitigate bias in staff searches. Higher level administrators should develop a pool of employees who are willing to serve as equity advocates in searches

outside of their area. Staff members' service in this area should be recognized and supported.

- 6.5. **Implement and require inclusive supervision training.** People in positions of authority, such as senior administrators, deans, department heads, supervisors, and managers, should receive regular training on how to improve their management skills in a diverse workplace.
- 6.6. **Help hiring units develop diverse networks.** This will require allocation of time and money to encourage hiring units to develop diverse networks PRIOR to needing to fill a position.
- 6.7. **The Council on Diversity and Inclusion's role in the governance structure needs to be clarified.** Given the importance of achieving and maintaining a diverse and inclusive environment, it is essential that the CDI have a clear place in our institutional governance structure and the ability to work closely with the Chief of Staff to prioritize yearly diversity goals in accordance with [Grinnell's Strategic Plan](#).
- 6.8. **Progress on the implementation of Grinnell's Diversity and Inclusion plan should be regularly evaluated.** The CDI should conduct a campus climate survey every three to four years, as well as serve as a resource for campus units as they develop, implement, and assess their diversity initiatives. The CDI should provide an annual update on the progress of diversity and inclusion initiatives, including any areas that need additional attention and/or support. This update should be presented to the President and Senior Staff.
- 6.9. **Core Metrics:** The co-conveners of the CDI should work with Institutional Research to develop core metrics related to diversity and inclusion that will be presented annually to the Board of Trustees.
- 6.10. **The Staff Council's decision-making authority must be clarified.** Currently, our Student Government Association (SGA) and Executive Council have a central role in governance and decision-making at the College. The Staff Council's decision-making authority and role in college-wide decision-making needs to be clearly articulated and should be on par with Executive Council and SGA. Staff Council and Executive Council should meet at least once per semester.
- 6.11. **Academic and Staff departmental and programmatic reviews** need to address progress toward achieving diversity and inclusion goals for the unit.
- 6.12. **Supervisory/Employee self-assessment and reports** added to Halogen need to address progress toward achieving diversity goals. Excellence in this area should be valued and acknowledged.
- 6.13. **The budget committee should consider** consulting with the co-conveners of the CDI as needed. Add section on budget request form that asks for a consideration of how the proposed budget will contribute to diversity and

inclusion goals identified by the unit. The budget committee should consider contributions to diversity and inclusion when allocating resources and prioritizing spending.

- 6.14. **Require that newly enacted policies** include a written assessment of the potential impact on diversity and inclusion.
- 6.15. **Regularly review policies and practices** for potential impact on campus climate and inclusion. This includes attention to the ways in which implicit or explicit bias may influence overall hiring practices and policies, such as review, promotion, and compensation.
- 6.16. **Divisional annual reports** must discuss progress toward diversity and inclusion goals.
- 6.17. **Procurement practices** should prioritize recruiting more diverse vendors to provide products and services to the College.
- 6.18. **Clarify and streamline grievance procedures** for all employees.
- 6.19. **Hire an additional diversity professional** for the Office of Diversity and Inclusion to case manage incidents of bias, recruit and train equity advocates, assist with providing professional development and training opportunities for students, faculty, and staff, and assist with ongoing searches.
- 6.20. **Develop a written College policy regarding immigration support for staff and faculty** positions (to clarify rules about the employment of non-immigrants with employment access; to clarify via position descriptions if/when the job qualifies as a 'specialty occupation'; and to articulate if/when we will sponsor for permanent resident status).
- 6.21. **Seek opportunities to 'bridge the divide' between faculty and staff** as mutual employees of the institution and mutual participants in the College's academic mission. A few examples: provide regular opportunities for faculty and staff members to participate in professional development, such as summer workshops and other inclusive educational practices; create a list serve that disseminates information to all employees of the institution; regular communication between the chair of the faculty and the leadership of staff council; implement institutionalized and ongoing recognition of excellence in staff performance.