

## Summary of Diversity Reports / Initiatives at Georgetown 1996-2004

Georgetown has undertaken a number of diversity initiatives, some in response to acts of intolerance on the campus and some as part of an ongoing effort to develop appropriate plans and programs to continuously improve the climate for diversity and inclusion at the University. Immediately after the recommendations of each task force or working group are summaries of progress to date towards each goal.

**1996-1997:** Creation of the Diversity Working Group (still active as the Diversity Action Council) as a result of a campus-wide conference on diversity

**1997-1998:** The Task Force for Enhancing Inclusiveness was established by President Leo J. O'Donovan, S.J. to support inclusiveness on campus. The Task Force was asked to provide feedback in 120 days on the following:

- Campus environment
- A review of practices and programs related to diversity on campus
- A mechanism for staff, student & faculty feedback related to issues of inclusion & diversity
- Assess national best practices related to diversity
- Provide specific recommendations for action to support a campus-wide sense of community, participation and inclusion

► *The Task Force recommendations included:*

- External funding should be obtained to establish a Pluralism & Unity Program with the purpose of introducing new students to the university's values of inclusion and dialogue.
  - A three-year grant from the Hewlett Foundation enabled the launch of the Pluralism in Action (PIA) program featuring a keynote speaker and follow-up discussions beginning at NSO. The Office of Student Programs continued the PIA program this year without Hewlett Funds (the foundation no longer funds programs of this kind), and with active Diversity Action Council (DAC) representation on the PIA planning committee.
- Diversity should be incorporated into segments of the curriculum in introductory courses, Campus Ministry retreats & Office of Residence Life.
  - There is diffuse attention to diversity across activities in these arenas, where it is most likely to be internalized as one of several considerations. These departments and others take diversity into account when planning programs and other efforts to engage students in campus life. For example, the Office of Residence Life requires Resident Advisors to follow a semester programming model with five types of activities, one of which should be diversity-related.
  - The 'Beyond the Surface' day-long retreat was held in January 2005, allowing a small group of students to explore issues of social justice and privilege. The program was sponsored by a number of departments including Residence Life, the Center for Social Justice, the Center for Student Programs, the Center for Minority Educational Affairs, Campus Ministry and others. Staff members from these departments facilitated the discussion sessions and activities.
- Funds should be available for events supporting diversity through the Office of Student Programs.
  - DAC Programs Committee provides limited funding to co-sponsor student diversity events.

- Women's Center, SAWG, and GUPride have also provided funding for diversity-related events.
  - The Provost's Office contributes directly to some events.
- There should be ongoing dialogue within the Georgetown community to discuss issues related to diversity and student, staff, and faculty concerns related to inclusion.
  - University-wide *Brown vs. Board of Education* event in September 2004.
  - NAACP Panel on Multiculturalism in the Curriculum, 10/26/04, included College Dean & Associate Dean, faculty from History and English, students, and DAC member.
  - DAC members (Albert Wat, Barbara Craig, & Julie Smith) piloted a series of informal monthly 'brown bag' on issues of diversity and inclusion in the classroom during fall 2004. Sessions were held in August, September, and October; DAC could consider sponsoring a series in spring 2005.
  - The Office of Affirmative Action has sponsored events featuring speakers on a broad range of topics relating to diversity and inclusion. On occasion speakers at events sponsored by academic units or student organizations address relevant topics.
  - DAC and the Georgetown University Student Association (GUSA) co-sponsored a conversation on diversity for students in October 2004. This was intended to be a regular outreach effort on behalf of both of these groups, but administrative changes in GUSA have delayed follow up meetings.
  - There is an annual celebration of Martin Luther King Day, originally organized by DWG and now led by the President's office, with input from the DAC and others.
- Issues of diversity and inclusion should be initiated during New Student Orientation (NSO) and included in all training and orientation activities for faculty, staff and students.
  - The Pluralism in Action Program continues at NSO. Faculty and staff facilitators of PIA participated in a two hour long training focused on how to best facilitate a discussion of diversity given the past experiences of new students.
  - Diversity is a topic in the training for student leaders involved in NSO.
  - Diversity is a topic in New Faculty Orientation, where it also factors into other topics.
- Campus media should be encouraged to include issues related to diversity in their communication with the Georgetown community.
  - DAC leaders have been interviewed repeatedly in student newspapers this fall (2004) on issues of diversity and inclusion on campus.
  - Given the range of events and speakers at Georgetown, the topic arises naturally in campus media.
- Aggressive recruitment of faculty and students from underrepresented populations should occur.
  - Faculty and students from underrepresented populations are recruited, and a special pool was established for expanding minority faculty ranks. Budget constraints affect the results, since compensation and financial aid, respectively, are key factors in decisions about whether to come to Georgetown.
- Review of Best Practices related to diversity at 21 higher education institutions found that diversity efforts are enhanced through faculty buy-in and implementation in the classroom, student life programming, and campus-wide special events.
  - The Center for New Designs in Learning & Scholarship (CNDLS) is currently working with individual departments, when invited, to encourage faculty to create an inclusive classroom atmosphere and to enable faculty to teach flexibly in classes of students with diverse learning styles.
  - The CNDLS-organized Faculty Seminar on Inclusive Teaching & Learning (IT&L), a week-long professional development seminar on diversity and inclusion as they relate to teaching and classroom learning, has run annually in May since 2001.

**2000:** The Working Group on Recruitment & Retention of A Diverse Faculty was established by Father O'Donovan to "identify best practices used by other institutions to enhance faculty diversity."

► *Recommendations from the Task Force included:*

- Leadership and clear communication of an institutional value of diversity must come from the President and Provost of Georgetown University.
  - This point was stressed repeatedly by facilitators at the Portland, Oregon, Summer Institute of Intercultural Communication (SIIC) in the 'Strategic Planning for Campus Diversity' in July 2004, attended by a DAC member.
  - Consensus about what this would look like has been elusive, since there has been periodic communication by the President and Provost about the institutional value of diversity, but there has also been concern expressed in some quarters that more is needed.
- An administrative position should be created with that individual responsible for overseeing the University's work on diversity.
  - A repeated request of students and some DAC members during Fall 2004.
  - Consensus about the merits of a centralized vs. a decentralized approach to diversity issues is lacking. Georgetown's infrastructure supporting diversity is decentralized. There was a person in the Provost's Office who organized and launched diversity programs that migrated to units with complementary activities. This kind of functional division of labor is inherently decentralized.
- Multiple strategies should be used to recruit and retain diverse faculty (financial incentives, obtaining and reviewing faculty demographics, aggressive recruitment, use of diverse visiting faculty, mentoring, avoidance of overloading minority faculty, and education of faculty re: tenure & promotion process).
  - These points were addressed in the spring 2004 exploration of diversity in the curriculum; they were reiterated by both facilitator and minority participants in the 'Creating the New American Intercultural Campus' workshop at SIIC in July 2004.
  - Deans were queried in 2004 as to how they factor diversity in their recruitment and encouraged to cultivate diversity in their hiring.
- Assess faculty who have left Georgetown to gather data re: reasons for leaving
  - This is a suggested priority for the general DAC and/or Assessment Committee to consider.
- Of equal importance is the hiring of diverse University administrators.
  - This goal has been factored into searches for deans and other administrators, with specific encouragement from the Provost.

**2001:** The Committee on Diversity in the Undergraduate Curriculum was established in 2000 by Provost Dorothy Brown in response to acts of intolerance on campus and the Unity Coalition report titled: "Ending Hate & Intolerance: A Plan of Action."

The Committee was charged to examine how issues of diversity could be incorporated into the UG Curriculum. The Committee reviewed survey results that had been sent to 543 colleges and universities by the American College & Universities. The Committee learned that 62% of responding institutions had a required course in place or was in process of being developed to examine issues of diversity and pluralism. The Committee developed a course titled: **US Pluralism in a Global Context: Interrogating Differences**. Goals, a course description, suggested topics to cover, and fit within the general education requirement was

also addressed. Criteria were also identified for meeting this requirement by taking a course outside the core requirements. The Committee concluded by recommending establishment of an Advisory Committee to include student and faculty representatives from all Georgetown UG Schools. The stated purpose of the Committee as envisioned was to promote dialogue around this curricular change and assess courses for suitability in meeting the diversity requirement.

- At the Sept. 22, 2004, DAC general meeting, Associate Dean of the College Anne Sullivan observed that the College Curriculum Committee had reviewed this recommendation and that it was rejected by a CCC subcommittee. Dean Jane McAuliffe then charged Dean Sullivan with conducting a study of diversity in the curriculum, and Dean Sullivan found that by the time they leave Georgetown, most students have actually taken one or more courses that include aspects of diversity similar to what would have been covered in the proposed course.
- (See 2004 item on diversity in the curriculum.)

**2001: Diversity at Georgetown University: A Comparative View of Georgetown University Diverse Workforce 1996-2000**

This document was initiated and compiled by the Office of Affirmative Action and Human resources to review:

- University's mission statement
- Affirmative Action Plan & Mission Statement of the Affirmative Office
- Staff and Academic workforce personnel at Georgetown
- Georgetown undergraduate and graduate student profile
- Diversity within the professional schools in the University
- Allegations of unlawful discrimination incidents from 1996-2001

The document contains statistical and graphic data. Also included are comments on significant changes or differences in survey areas. The document does not contain recommendations related to any of the key categories. The findings as they relate to diversity at Georgetown were presented to the Board of Directors and the University President and Provost in 2001. New data following the same format will be collected by the end of November 2004 and will again be presented to the Board of Directors, the President and the Provost.

- At the October 6, 2004, meeting of the DAC assessment committee, Office of Planning and Institutional Research (OPIR) Executive Director Michael McGuire shared updated statistics on students by gender and ethnicity for the period covering 1995-2004 (and for faculty and staff for 2002 and 2003). The committee noted little movement in ethnic diversity (the distribution of racial and ethnic group membership) during that period.

**2004:** An Ad Hoc Discussion Group on Diversity in the Curriculum was established by Provost James O'Donnell in response to student expressions of concern about the treatment of diversity in the curriculum.

The Discussion Group was comprised of administrators, faculty, staff and students and was charged with understanding student concerns about the undergraduate curriculum, how the curriculum evolves, and how diversity is addressed within the curriculum. The Discussion Group examined the broad coverage of diversity in the current curriculum—Georgetown stands out because of its comprehensive

attention to different cultures and peoples. Much of this coverage results from the international emphasis of the curriculum. But there is also discussion of different cultures and peoples within the United States, spread across a wide range of courses (in English, history, music, theology, and so on) and not always obvious through a course title alone. Faculty addressed the challenges of changing the curriculum for any purpose in a context of various constraints, and they pointed to long-term plans for diversity-relevant enhancements. The status of the African-American Studies Program was discussed: a new program, it is “incubating” as a minor, and depending on its experience (including the level of student demand) it could grow into a major over time.

► *Recommendations:*

- Charge the Diversity Working Group (DWG) with spearheading several initiatives re: student concerns
  - The DAC (reorganized DWG) is currently addressing student concerns through the work of the Advocacy Committee, Program Committee financial support of student activities related to diversity, and other means.
- Communicate student concerns about diversity inclusion in the classroom to undergraduate Schools.
- Establish a way to identify courses that focus on diversity in course catalogue to assist students when they are registering.
  - Process has begun through listing of courses with diversity focus on CNDLS Website under ‘Diversity Resources’  
<http://cndls.georgetown.edu/resources/diversity/department.html>.
  - CNDLS is working with the Registrar to display links on the student registration entry page for Fall semester, 2005.
- Provide web links to the activities of the DWG (now DAC).
  - Begun thru DAC Communications Committee listing of activities on GU Website, <http://events.georgetown.edu/events/index.cfm?Action=List&CalendarID=304>.
- Provide fact sheets for parents and students at Parent’s Weekend.
- Because of Georgetown’s focus on international work and social justice, it is imperative that the campus community is educated about the importance of dialogue around diversity, both globally and within US society.
  - DAC is in process of enhancing the list of courses with diversity content to indicate the focus on ‘domestic’ or ‘international’ diversity.
- Explore the possibility of minors in several areas (i.e., Gender & Latino studies).
- Seek additional resources to support diversity efforts (financial and human resources, including hiring practices for diverse faculty).
  - DAC and Associate Provost Marjory Blumenthal are currently addressing this, in consultation with OAUR.
- Promote relevant training experiences and intensify marketing of Teaching, Learning & Technology offerings.
  - CNDLS and Associate Provost Marjory Blumenthal are currently addressing this through intensive marketing of the annual May faculty IT&L seminar, including direct communication with deans, department chairs, and past faculty participants.