

## Feedback on Inclusivity

Professional Development Day, May 18, 2011

Comments on "What it means to be inclusive at CLU."

1. **Inclusivity is limited to those who respect the University's core values: Excellence, Truth, Faith, Acceptance, Respect, Nurturing, and Service**

Disagree: As noted by the student who wanted to change the ASCLUG constitution, he had his own beliefs and we allowed him to act on those beliefs. But as a community, we may not respect everyone else's opinions. It is respect if we listened to someone else.

Inclusivity is limited and should never be limited.

Agree: because we do not need to include people who do not respect as defined. Those who are bigoted should not be included or welcomed into our community.

2. **Policies, programs, and practices are representative of shared ideals and values**

NC

3. **Policies, programs, and practices promote access and inclusion**

NC

4. **Groups and individuals feel a sense of belonging and connection to the campus community**

1 disagree

5. **Groups and individuals feel that their needs are being met**

NC

6. **Groups and individuals believe they have equitable access to opportunities**

NC

7. **Groups and individuals have a sense of shared power in decision making**

One respondent said that he didn't feel an institution should be led by committee. Some decisions are made where there is not an equitable response. Some decisions must be made without input in the process or voting.

Shared power/proportional power—we cannot have a small group control the university

You could get bogged down and never get anything done—need a representative forum to make decisions and move forward on some items

**8. Groups and individuals believe that their chances for success are not limited based on their group identity**

NC

**9. Groups and individuals feel like their voices are heard**

There is that little minor group of folks that should share their feelings or their voice should be heard, but they don't know to speak out or how to be heard.

**10. Other ideas of what it means to be inclusive and further discussion:**

Item 1 is tricky. In a civilized group, you need some norms of behavior and sometimes inclusivity should include that there are certain ways that you treat one another regardless of background. There needs to be some norm even if you disagree. Sometimes people feel that those norms are discriminatory.

How we treat one another--is that inclusive or being inclusive? Is how we act individual to individual, individual to group, or group to group inclusive? Just because you have an opinion does not mean that you do not respect.

What do we mean by respect? There is a cultural component to respect in how you define it and communicate it, and it may be looked at as disrespect even if we change the way that it was framed. There may be a limit to respect -- a bias -- that excludes self-examination.

People who come here either as employees or students have to have agreement with the core values. Students would not come here if they did not have respect for those core values. We are inclusive and respectful.

Others felt this last statement is not true. Some students do not know what the core value are. Employees may be working here just because of geographical location. It does not mean that all agree with the core values.

One individual noted: when I came as a student, I had some experience with Lutheran schools, I never expected to have that doctrine taught, but I did expect that was the umbrella of the institution. If I were a student coming here and wanted it to be all atheists, I would have a different motivation. I might be an activist (with an agenda?), leaving us asking, what is your motivation?

What frightens some people is that acceptance and tolerance of various forms of diversity in the University community diminishes the University. It scares some people, for others it is a racist issue. For some people, this is about feeling safe. Fear exists for for both sides.

On religious diversity: We are open to all faiths. We articulate who we are by embracing the discussion of faith and reason. Explaining our faith community to others is difficult.

### **Comments on Slide on Core Values**

- **As a university – we are committed above all to academic excellence and the rigorous pursuit of truth.**
- **As a church-related university – we are nourished by the Christian heritage, encourage active faith, and seek to serve our neighbors.**
- **As a community – we embrace people of all faiths, value diversity and inclusiveness, practice tolerance and acceptance, and treat one another with respect, civility, and compassion.**
- **As an employer – we expect a high level of performance and nurture the professional and personal growth of our faculty, administration, and staff.**
- **As a civic organization – we actively promote the social, cultural and economic health of our community.**

Issues with we embrace and we are nourished

Bullet 2: Nourishing and encouraging calls to question whether faculty represent this core value in the classroom or what they teach. The question arose regarding the appropriateness to suggest that teaching must encourage active faith or is it really encourage faith or lack thereof—students identify and develop their own individual faith or non-faith.

Controversy over encouraging active faith in the “as a church-related university” value. Several are quite concerned with the wording. Explore faith might be a better way of understanding this and living it. We are not looking to indoctrinate to any one faith; we are attempting to get students to explore. We need to better articulate this. Some graduate students have expected to see more of this exploration versus what they have observed.

Third bullet point: practicing tolerance –people don’t want to be tolerated but want to see a higher level of treatment. We want our diverse students to be more than tolerated. Many felt the “tolerance” should be removed and changed to acceptance only.

As a church-related university – we are a university of the Lutheran church. This does raise issues related to inclusivity and we suggested that further conversation for this topic go to the other portion of work team 1 that is dealing with our Lutheran identity.

## Gaps

The importance of issues around sexual misconduct needed more introduction to the employees and the training – viewing a powerpoint slide presentation – was too little to effectively deal with a such a complex issue. Merely receiving an email from President Kimball on sexual misconduct training was too little, and we need better training in this area.

We need more help on how to work with diverse populations and in appreciating our differences.

We need more days like today, for example, “nuts and bolts day” to talk about FERPA or sexual misconduct. We need to get together and really talk about these types of issues.

As the current strategic plan says, we are trying to recruit a diverse student population, so we need to do more to support those diverse students. Employees are not prepared to work with diverse students, and we do not have the resources to serve those students and to retain them, and get them graduated.

We are not making strides to hire diverse faculty. It is a part of supporting diverse students. If you are talking about African American students needing to have more contact with the faculty, those students need role models.

I don’t think we do enough with hiring diverse faculty.

Diversity needs to include staff. We need a more diverse staff.

As a new staff member of who did not attend CLU, we need to have access to more nuts and bolts information, to know more about the operation of the University, to be more effective in our jobs.

Communication in general – there are gaps – whether HR policies or requirements.

In terms of hiring practices, more nuts and bolts. We do have mentors for new faculty, but the system and processes are not clearly understood, and there seems to be little accountability in whether that mentoring actually occurs.

We might consider mentoring for all --students, staff and faculty--related to cultural awareness and interactions to help develop relationships and better understand of ourselves and others. Being a mentor the first time made me aware of what I did not know or think about in terms of mentoring. In a culture of inclusiveness, mentoring would help. There are no policies or procedures to define what it means and how much really happens.

There needs to be some accountability process to make sure that people have gone through the mentoring process or the supervisor checklist. Too many assumptions that people know what they are supposed to do and that they do it.

Have mentors for new staff hires. We are limited with the amount of information received or distributed to new staff. New employee orientation and supervisor checklist for new employees is too little.

Expand safe zone training process: Training or conversations for what it looks like if we were an inclusive group. We need to know what inclusion is it that it looks like.

I've been here six years, and I keep hearing the same things. Someone needs to take this and act on it. Some items mentioned today, the University needs to act on it; some of this we can do, ourselves. More action seems to be needed on issues around diversity and inclusion.

Adjunct faculty: Opinions differed on their roles and level of involvement. One person suggested that “there are things that are stated in the faculty handbook. They are not included, because they are not supposed to be included. Faculty are here long-term, but adjuncts are not, so they can't make decisions.” A faculty member took an adjunct to faculty lunch and was told that adjuncts are not welcome. This seems to be an error as all faculty including adjuncts and staff are welcome to attend faculty lunch. There did seem to be more agreement that we should be having conversation with and

getting input from adjuncts to make them feel included. Adjuncts are here to do more than teach n go. We can invite them to faculty lunch. There does seem to be a need for more communication. There is a new Adjunct faculty orientation program managed by the Provost's Office.

Finding a different word for inclusivity because we use a lot of terms that are the opposite of inclusive: according to our web site, the faculty are ranked faculty, we are "selective" in admitting students, staff are assigned grade levels. Is there a word to let us create a wholesome community where community members are honored and valued?

One person observed: I have been here a couple of years, and what saddens me a lot related to diversity – nothing changes – so I don't even bother to give input.

Another observed: we change, but we change slowly.

Mentoring thread: I have only experienced CLU, so don't know if that is unique. There are a lot of students who graduate, and then work here. It is hard for people who come in as a new hires and who have not been a student– so that is where honoring and valuing people means something when they are the table to help them know who we are and to learn who they are.

Another person summed things up: I've been here five years. We all feel we can make changes, and we cannot give up. And you have to be a leader, and you can't sit back. You have to keep trying. If you want to stay and be a part, you have to keep going and keep trying.