Briefing of the
University-wide Council on Inclusiveness and Community
April 2018

I.   The Formation of the University-wide Council on Inclusiveness and Community and Its First Year Foci

During November 2015, two forums were held on campus in response to local and national conversations about race. That same month, University President Ralph W. Kuncl announced the formation of the University-wide Council on Inclusiveness and Community ("UCIC"). Working collaboratively with students, faculty, staff, and administrators, the President sought nominations from across the University and ultimately established a 34-member council. The group first met in January 2016.

President Kuncl charged the UCIC to "consider, plan, and communicate actions and progress on our commitment to improve the University of Redlands' culture and climate for all." The UCIC adopted the following language from President Kuncl to guide its work: "We are in a process of becoming . . . a process of becoming and evolving . . . remaining committed to a rich history of excellence by redoubling and sustaining our efforts in important areas and exploring new ways of being in the modern world."

The initial focus of the UCIC's work emerged from the November forum on race. A group of students delivered to the President a written list of demands that students of color, and supporters of the University's commitment to increased diversity and inclusion, wished to see. The UCIC devoted most of its first months of existence examining and responding to the list. The President and his Cabinet created a "matrix" which listed actions requested, gathered information from across campus to document existing efforts in related areas, and identified areas in need of further action.

The UCIC formed a number of smaller working groups to focus continued energy on specific matrix-oriented matters as well as on issues brought to the Council. Groups on Academic Relations, Communications, Equity and Inclusion, Faculty Diversity, Staff Resources, and Student Resources were created at the Council's retreat in September 2016 and have worked from then to the present. In May 2016, Sheila Lloyd, a member of the faculty, was elected as the Council's facilitator. In the fall semester of 2016, the Council elected a student, Damara Pratt, to serve as co-facilitator. Also, in the fall, the UCIC reformulated its mission statement which now reads: "The UCIC is a university-wide body with broad representation committed to creating a safe and welcoming environment for all students, faculty, staff, and other stakeholders. The Council will pursue recommendations ensuring programs, policies, and practices that are just, equitable, and ingrained in the fabric of the University."

After examining various models, the UCIC has adopted a vision of inclusion that is informed by the American Association of Colleges and Universities (AAC&U [http://www.aacu.org/making-excellence-inclusive]) ideal of inclusive excellence, which is guided by the notion that diversity and inclusion must be equity-driven and supported by measurable policies, structures, and practices. Central to this model is an interpretation of "diversity" as a term that captures individual differences (e.g. learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class,

gender identity and expression, sexual orientation, country of origin, and ability as well as cultural, political, religious or other affiliations). The Council found that the principles of inclusive excellence align well with its goals. As the AAC&U notes, inclusive excellence is "designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations."

II.   2017 – Second Year UCIC Activities

In 2017, Sheila Lloyd continued to convene and facilitate UCIC work and was joined by Charnese Patterson, of URSAA, as co-facilitator. The Council met monthly through the academic calendar and a small sub-group worked on projects during the summer. As in its first year, the UCIC continued to collaborate with the current shared governance structures of the University. We do not view our existence or actions as separate-and-distinct from the entities such as Faculty Senate and Assemblies, academic departments, ASUR, URSAA, the President, the President's Cabinet, and the Board of Trustees. Because of this collaborative approach, it is difficult, if not impossible, for the UCIC to solely "claim" accomplishments, as many of our activities and accomplishments involve members of the wider University community. Having said that, the UCIC believes that its existence and participation contributed to the following accomplishments in 2017:

- Worked through the year to advocate for and assist in the development of a campus climate survey, which resulted in the administration of the Higher Education Research Institute's (HERI) Diverse Learning Environments survey across the central and regional campuses in November and December.
- Collaborated with Counseling Center staff to develop and bring to discussion a proposal to enhance the Center's space. This resulted in a reconfiguration of space to secure additional rooms.
- Remained in contact and communication with Enrollment Services regarding the recruitment of diverse student populations.
- Convened a summer working group to plan for fall UCIC work and to investigate how peer institutions address matters of inclusion and community.
- Distributed the Faculty Diversity working group recommendations to Deans of the College, School of Business and School of Education
- Held a fall retreat to discuss the development of a UCIC vision statement and plan for upcoming work.
- Discussed strategies for infusing principles of inclusive excellence into our work.

III.   UCIC Directions for Future Work

- Continue to work with the HERI Survey analysis committee, consisting of the Deans of the School of Education, School of Business, and the College of Arts and Sciences, along with the Assistant Provost for Institutional Research and the University Dean of Student Affairs.

- Pursue further implementation of Faculty Diversity working group recommendations for faculty searches.
- Continue discussions with the President, Provost and other key administrators to clarify working relations between the UCIC and Cabinet.
- Devote attention within UCIC to matters of membership and organizational structure as we continue to shift from a Council that was formed initially in reaction to student demands into a proactive, on-going body concerned with advancing the University's commitment to inclusiveness and community. This discussion should clarify optimal working relationships between the UCIC and other units so as to reduce redundancy and maximize efficiency of efforts.
- Continue study of and discussion with appropriate administrators about the possibility and feasibility of establishing a position of Chief Diversity Officer for the University.
- Work with University Communications to develop stronger public presence for the UCIC and University's work in the area of inclusion and community. This communication strategy should ensure a regular flow of information on these topics.
- Develop, in collaboration with Institutional Research, a regular and sustainable equity scorecard which can be used to assess University efforts to build an inclusive environment for students, staff, faculty and administrators.
- Work collaboratively with Human Resources, administrators, faculty governance and departmental supervisors to strongly encourage all employees to participate in the EUREKA Diversity series, understanding that the model may have to be tweaked from its current 13-hour form.
- Work with URSAA to consider options for mediation and conflict resolution techniques among employees.
- Research the appropriate mechanism for members of the campus community to report issues of bias incidents and hate crimes, as well as suitable educational programs should instances of bias or hate occur.
- UCIC shall work on a draft equity and inclusion strategic plan for the University that will mesh with both North Star 2020, the current University Strategic Plan, and lead to the development of measurable outcomes around these issues.
- UCIC will review the Matrix, as updated in June 2016, and discuss whether and how the Council should follow-up with the University community on areas of change and those requiring continued work.

Appendix One

UCIC Working Groups

Academic Relations
This group will work together and, in accordance with, the faculty governance structure to pursue and realize, in a timely manner, the goals of developing and fostering an inclusive and diverse curriculum through such efforts as creating an equity-minded and diverse faculty and staff and advocating for critical and social-change courses, pedagogies, and programs so that our students find ways to locate their education within the contexts of access, bias, and power.

Communications
Ongoing communication will be key to educating internal and external audiences about the work of the Council and to maintaining confidence in the UCIC. This group will be responsible for drafting language on the UCIC's mission, its efforts, and initiatives. It will revise the current university webpage devoted to the Council, draft UCIC statements and reports, and use social media platforms in disseminating the Council's messages. This group will also be responsible for organizing UCIC-sponsored and cosponsored events such as forums, talks, and film series.

Equity, Inclusion, and Diversity Strategic Plan Research and Drafting Committee
After researching various models, this group will fashion a plan that provides a framework for excellence in the areas of equity, inclusion and diversity that dovetails with North Star 2020. The group, working over the course of a year, will produce a document that addresses both top-level goals as well as more specific, crucial ones such as a bias incident reporting for different areas of campus. This will be intensive work, requiring a high level of commitment.

Faculty Recruitment
This group will support and advance the UCIC's commitment to increasing the diversity of the University's faculty. Though there are structural challenges facing the University – and the rest of higher education – the University is committed to doing all that it can to overcome those challenges.

Staff Resources
This group will work to ensure that the University of Redlands' staff has a safe and diverse working environment and that they are valued for their contributions to the educational mission of the school. While this working group will work to advance the interests of all the staff, its main focus will be on the non-administrative staff. It seeks to make sure that the staff has a separate voice from the administration, that their concerns are taken seriously, that they are not marginalized or made to feel invisible, and that their contributions to the University are valued.

Student Resources
This group will support the efforts and contributions of the Council's graduate and undergraduate student leaders in advancing the UCIC's commitment to excellence and equity. Through the working group's outreach to and collaboration with student organizations and underrepresented students, it will keep the

Council responsive to students' concerns about and ideas on such issues as improving and transforming campus climate and distributing campus resources equitably to graduate as well as undergraduate students.

Ad Hoc Groups
Given the possibility that new issues might arise or that UCIC members might want to take on concerns other than those assumed by the above working groups, additional groups that can work nimbly to address those issues and concerns will be formed. The co-facilitators will ask for volunteers and/or call on other individuals at the university best positioned to resolve arising issues or concerns quickly.

Appendix Two

2017 Council Membership

Angela Clark-Taylor, Visiting Assistant Professor, School of Education
Wendell Barner, University Trustee
Robin Cooper, Associate Director, Counseling Center
Sean Dunnington, Student, College of Arts and Sciences
Brent Geraty, General Counsel, Office of the General Counsel
Neena Gopalan, Assistant Professor, School of Business
Jaimie Groff, Senior Associate Director of Admissions
Larry Gross, Associate Professor, and San Manuel Band of Mission Indians Endowed Chair of
        Native American Studies, Race & Ethnic Studies Program
Nicol Howard, Assistant Professor, School of Education
Lorraine Jones, Ed.D. Student, Leadership for Educational Justice, School of Education
Sheila Lloyd, Associate Professor, Department of English, and Director of Assessment
Leela MadhavaRau, Special Advisor to the President and Associate Dean, Campus Diversity and
        Inclusion
Ralph Olivas, Custodian
Keith Osajima, Professor, Race & Ethnic Studies Program
Charnese Patterson, Business/Real Estate Manager, URSAA
Damara Pratt, Student, College of Arts and Sciences
Joseph Richardson, Class of 1993 and Attorney at Law
Marco Schindelmann, Artist Professor, School of Music
Denise Spencer, Department Coordinator, Race & Ethnic Studies Program; Women's, Gender, and
        Sexuality Studies Program; and the Meditation Room
Monique Stennis, Social Media Manager, University Communications
Ron Troupe, University Trustee
Peter Tupou, Office of the Chaplain, Advisor to Alpha Sigma Pi, Hawai'i Club, Middle Eastern
        Student Association, and URSAA (Founding President)
John Walsh, Omer E. Robbins Chaplain to the University; Director, Jameson Center for the Study
        of Religion and Ethics; and Lecturer, Department of Religious Studies
Belinda Sandoval Zazueta, Director of Admissions