

Presidential Task Force on Black Student, Faculty, and Staff Experiences
Implementation and Assessment Team (IAT)
Status Report – November 2016

Task Force recommendations are listed under five themes. Significant enhancements to campus programming and resources have been completed over the past academic year with additional efforts scheduled to take effect in 2016-2017 and beyond.

I. Admissions and Recruitment

Creation of a more racially diverse campus community through enhanced recruitment of Black students, expanded financial aid and more robust recruitment of Black faculty and staff.

1. Admissions

- a. Hire a professional admissions staff member who will focus on recruiting Black students and will enhance the existing recruitment plan.*

A nationwide search was completed to identify leadership for Elon's diversity recruitment efforts. The result included restructuring the admissions office and provided new opportunities for Natalie Garza, Associate Director of Admissions and Director of Diversity Recruitment, a veteran admissions professional. Natalie continues to oversee all aspects of undergraduate diversity recruitment and hired Courtney Vaughan '15 as Assistant Director of Diversity Recruitment. Reporting to Natalie, Courtney is focused on recruiting students who identify as African American or Black to Elon. With these two staff members in place, Elon benefits from an extraordinary team of professionals creating and leading implementation of undergraduate diversity recruitment initiatives.

- b. Examine the admissions process for Black prospective students from the inquiry stage to the enrollment stage and all points in between to identify and address areas that can be enhanced.*

The Associate Director of Admissions / Director of Diversity Recruitment and the Assistant Director are now working on enhancing the processes for the recruitment and enrollment of Black students, including hosting Evening With Elon receptions in key geographical markets of Black students in areas like Atlanta and Washington, D.C. as well as providing the Admissions staff with more opportunities for continued learning and development in regard to trends and best practices in recruiting these students.

- c. Enhance the role of student Diversity Ambassadors with greater support, supervision, and training.*

In fall 2015, a new structure for supervision was created, and training for the Diversity Ambassadors was expanded to address students' needs. Diversity Ambassadors work

closely with Natalie Garza and Courtney Vaughn in the planning and executing of our diversity themed events - Game Day and Phoenix Fusion. Natalie and Courtney provide additional support through regular meetings and trainings to enhance the role of a Diversity Ambassador.

Kevin Knapp, Director of Campus Visits, is now supervising and supporting the four Campus Visit Assistants (CVAs), who are experienced student Ambassadors, providing leadership for the remaining Ambassadors. The CVAs will organize monthly trainings, and diversity is a topic area. CREDE (Center for Race, Ethnicity, and Diversity Education) staff has provided multiple diversity workshops for the tour guides, including Diversity Ambassadors.

- d. *Provide ongoing intercultural competence training for admissions and financial planning staff in conjunction with the Office of Leadership and Professional Development (OLPD), the CREDE, Office of Inclusive Community Well-Being and outside consultants.*

Admissions and Financial Planning staff, including the senior leadership of the areas, attended the 2015 and 2016 Race, Reflections, & Discussions series hosted by CREDE and the Office of Leadership and Professional Development. Staff in these areas have been well-represented in each of the two summer series.

The Office of Inclusive Community Well-Being has created a cultural conscious certificate program that will include an Intergroup Relations Dialogue. We will pilot our first dialogue for faculty and staff in spring 2017 and begin the certificate program with a cohort in 2017-2108. This training will be marketed to the Admissions and Financial Planning staff.

2. Student aid

- a. *Develop a resource center in the Office of Financial Planning providing scholarship information for students from underrepresented races and ethnicities.*

The Resource Center (RC) was created as an integral part of the Office of Financial Aid when the Inman Admissions Welcome Center was constructed. It is a two table area in the back-center of the office with a bank of computers. The RC was the focus of an E-Net article in early December to make it known to students, and it has been used frequently by current and prospective students and their parents.

- b. *Expand ethnically diverse student staff in the Office of Financial Planning.*

The Office of Financial Planning hired a racially underrepresented student in summer 2015. The student remains on the staff with the office. Other ideas are being considered to reflect greater racial diversity among the staff.

- c. *Include a bold goal for growing endowments for student aid as part of the university's next comprehensive campaign.*

The university is currently in the leadership phase of the Elon Leads Campaign, with 50 percent of the campaign goal directed toward building scholarship aid. The campaign will provide funds for Elon to be more competitive in recruiting Black students by increasing the number of Elon Engagement and Fellows scholarships. In addition, a goal of having 100 Odyssey Scholars per class will support a higher proportion of racially and economically diverse students for Elon.

- d. *Enhance fundraising for the Elon Black Alumni Network Endowed Scholarship with targeted appeals and a clear online giving option.*

“Elon’s Black Alumni Scholarship” has been added to the giving designation options on the University Advancement’s website. During the spring 2016 semester, University Advancement produced an EBAN Elon Day campaign video, which was promoted to alumni and used in subsequent events to raise scholarship funds for Black students.

Separate from the EBAN but related to Black student financial support, the concept for the Black Life Advisory Council was developed late spring 2016. The council will consist of donors and advisors who will focus their efforts on furthering the university’s initiative to enhance opportunities and engagement in the Elon experience for Black students, faculty, staff, and alumni. President’s Office, University Advancement, and CREDE staff are confirming membership for the council during the fall 2016 semester.

3. Faculty and staff

- a. *Create a robust plan to diversify senior leadership across campus with an emphasis on people of color within academic departments and in higher administration.*

Search committees for leadership positions all include people of color and utilize the best practices in human resources to ensure a robust pool of candidates and a fair and unbiased process. Recent personnel changes have resulted in greater diversity among senior university leaders. John Lew, an Asian-identified male, was hired in fall 2015 as the Executive Director for Human Resources. During the spring 2016 semester, Jean Rattigan-Rohr was named Executive Director of Community Partnerships, and Randy Williams was promoted to Associate Vice President for Campus Engagement. Rattigan-Rohr and Williams are now two Black-identified permanent members of the president’s Senior Staff. Future plans include discussion of unconscious bias in hiring as part of the charge to the committee.

- b. *Implement a Human Resources Office-driven initiative that provides resources and assures inclusive practices are exercised in recruiting, interviewing, and orienting both faculty and staff. These strategies include creating and maintaining a Human Resources website that assists hiring officers in attracting diverse applicants, providing tutorials on inclusive hiring processes in each division of the university, and providing sessions for search committees.*

Human Resources (HR) has updated the faculty search orientation materials to reflect the best hiring practices for attracting and potentially retaining underrepresented employees.

HR has also reviewed and updated the applicant tracking administrative database to reflect language that is inclusive to all potential candidates. HR will continue to review diversity and inclusion online courses that are appropriate for all newly hired faculty and staff.

- c. *Increase participation in programs that draw diverse faculty to Elon. Some examples include the Faculty Exchange Program with local Historically Black Colleges and Universities, the PhD Project, pre and post doc fellowships, and visiting professorships.*

IAT members connected with Brooke Barnett specifically about the two post-doc fellowships offered each year. Both faculty this past year have been faculty of color with one identifying as Black. Three Black faculty members have come through the post-doc program and have been hired into permanent track positions in the past five years.

II. Welcome and Success

Enhanced programs to welcome and mentor Black students and prepare them for personal, academic, and career success, and to support Elon's growing ranks of Black faculty and staff.

4. Student welcome

- a. *Enhance welcoming programs for Black students, including an emphasis on summer and first six weeks contact.*

In summer 2015, CREDE staff mailed letters to incoming first-year ALANAM students to initiate contact before students arrived on campus. This effort generated a positive response for incoming students and promoted interaction via social media prior to arriving on campus.

Jamie Butler, Assistant Director of the Center for Race, Ethnicity, & Diversity Education, in conjunction with the Black Student Union organized a Black Student Success Week for new and returning Black students during the first week of school. The effort helped to connect students with each other and with various cultural and social opportunities. This well-attended program occurred again in August 2016.

The African American Resource Room was updated in summer 2016 with student selected furniture. Students and Holly Hodge, Director of Interior Design, will identify artwork and décor to complement the furniture, creating a welcoming space for students to gather. Fall 2016 observations show higher usage of the space.

- b. *Provide training to ensure the highest levels of respect and customer service in offices that support financial and other business transactions.*

The OLPD provided successful customer service training to the Bursar's Office. John Chapman from the Center for Creative Leadership facilitated this training. Ann Flaherty,

Director of the OLPD, has indicated that this training (Effective Customer Service Skills) could be made available campus wide.

Additionally, Leigh-Anne Royster of the Office of Inclusive Well-Being conducted a fall 2015 semester session with the Bursar's Office staff on shared language development, self-identity reflection, introduction to bias, and impact on the workplace, and skill development.

5. Student success

- a. *Create mentoring relationships between Black alumni and students, utilizing the Elon Job Network and the Elon Black Alumni Network (EBAN).*

The Alumni Office has been working on this initiative over the past year and a half and they have developed a mentorship program that began fall 2016. EBAN leadership decided to limit the program to juniors and seniors to begin. They had fifty-five Elon alums apply to be mentors and twenty-four students. This meant they were able to make strong matches for the students. The pairings were announced in mid-October, and the alums have been asked to make contact with their mentee at least once a month by phone, Skype or in person and they should meet with their mentee in person at least once a year at Elon. The mentees also meet with the mentorship committee four times a year. The Alumni Office and EBAN hope to expand the program to incorporate 1st and 2nd year students in the future.

- b. *Create a plan with the Student Professional Development Center (SPDC) to identify and promote internship opportunities, undergraduate research, jobs, graduate school opportunities, and post graduate fellowship or service opportunities for Black students.*

The SPDC has an intern whose research project for 2016-17 is to explore and assess the perception of SPDC among students of color. The SPDC is interested in developing ways to make its office/programs more inviting to minority students and hopes that this research will help identify potential barriers as well as strategies to overcome those barriers.

- c. *Facilitate a conversation with the student-athlete advisory committee to discuss and examine ways that student-athletes can participate in more cultural events and programming without compromising their commitments to Elon athletics.*

One of the primary issues related to Black student-athletes was their ability to participate in Study Abroad programs. This issue was addressed in spring 2016 with the implementation of a new program that facilitates student-athletes access to a Global Engagement. Additionally, an Athletic Diversity Committee was established to further address issues of minority student-athletes and members of our sub-committee plan to meet with Faith Shearer, Associate Director of Athletics and Senior Woman Administrator, for further follow-up.

6. Student mentoring

- a. *Enhance peer-to-peer mentoring for students in underrepresented racial and ethnic groups.*

The Student Mentors Advising Rising Talent (SMART) program has grown significantly in the past year, nearly tripled in size. CREDE received additional funding for 2016-2017 to support the growth of the program.

- b. *Create a program for faculty and staff to mentor Black students.*

The SMART program introduced faculty and staff into the mentoring model in 2015. In 2016-17, a three pronged program to further integrate professionals into the program to strengthen mentoring is being implemented. One of the program goals is to recruit ten Black identified faculty and staff.

- c. *Train advisors for historically Black student organizations, including National Pan-Hellenic Council organizations, to better assist Black students on predominately White campuses.*

We are working to identify the advisors of these student organizations and to talk with them about issues of recruitment and training for advisors of historically Black student organizations.

7. Faculty and staff success

- a. *Enhance welcoming programs for faculty and staff, including the creation of a mentoring program for first-year Black faculty and staff.*

The CREDE has hosted welcoming receptions for Black faculty and staff during the 2015 and 2016 planning weeks.

OLPD created an orientation mentoring program that can be tailored for use with first-year Black faculty and staff. Though currently not in use, this program was designed to help employees get acclimated to Elon, and it can address salient issues for Black colleagues.

- b. *Establish and support a Black faculty and staff employee resource group or association.*

An exploratory discussion with Black faculty and staff has indicated the desire for this group to emerge naturally, largely through relationship and network building among the Black faculty and staff. Associate Provost Brooke Barnett offered to provide \$250 of financial support for this initial gathering. Plans for a future assembly of 25-30 people in spring 2017 are being considered as additional funding becomes available.

- c. *Assess support for Black faculty and staff and develop programming as needed, including training, mentoring, networks, and community building efforts.*

Related to recommendation 7b, an established employee resource group is being discussed as an option to support Black faculty and staff. Discussion around this recommendation will continue throughout the fall 2016 semester and beyond as needed.

- d. *Provide information and training for deans, department chairs, and the Promotion and Tenure Committee on bias in student evaluations.*

The IAT has met with key administrators to discuss this issue. While the issue of bias is very real, the data on bias in student evaluations is complicated, contradictory, and doesn't tend to measure the issue very well. There is no straightforward information to communicate with the Promotions & Tenure (P & T) committee about how to understand or evaluate bias in student evaluations. In order to address the underlying issue of bias in student evaluations, we may need to develop more structural approaches to addressing the issue. To this end, Institutional priority #9 deals with "exploring ways of assessing and documenting high quality teaching." One way to counter the problem of bias in student perceptions of teaching would be to improve faculty options for assessing and documenting high quality teaching. This would serve as important evidence for faculty portfolios for P & T. Additionally, Academic Affairs priority #11 deals with "guidance for department chairs on writing effective evaluations." Working with this priority to help train chairs about how to writing effective evaluations (Unit III's) could also provide additional evidence for P & T portfolios about teaching excellence.

III. Curriculum and Classroom Environment

Examination and enhancement of Elon's curricular and co-curricular programs to promote education about issues related to Black identity, racial relations and intercultural competence throughout the entire academic experience.

8. Curriculum

- a. *Partner with the Elon Core Curriculum Committee to deepen and promote central components like power, privilege, and oppression related to race and ethnicity in the core curriculum.*

Jeffrey Coker, Director of the Elon Core Curriculum, administered a fall 2016 survey to COR 110 faculty on diversity topics in course goals, content, perspectives, and pedagogy, for example. The survey results will lead to discussions and enhancements as decided upon by the Core Curriculum Committee.

At one of the regularly scheduled Core Curriculum Committee meetings this year, members of the IAT will propose to both Jeffrey Coker and Coordinators of the Interdisciplinary Minors the organizing of one or more forums, which are used as core resources for students in COR 110. The general proposed theme for the forums is to be power, privilege, and oppression. If this proposal is supported by the Coordinators, a meeting with the Elon Core Curriculum Committee will be scheduled to initiate planning.

- b. *Partner with the coordinator of the African and African-American Studies at Elon to create and support the programming that advances the study and understanding of people from the African diaspora.*

The AAASE website now includes topic areas for faculty research interests so students can easily find faculty that will be a good topic level fit. The program coordinator will be compiling recent citations to begin listing those as well.

The AAASE Facebook page has been revitalized, posting about issues at Elon (activities/speakers/research) and current topics relating to the AAA experience. <https://www.facebook.com/ElonAfricanaStudies/>.

AAASE Advisory members held a successful panel on research and other experiential learning opportunities during Black Solidarity Day in February 2016. The experience has resulted in student follow-ups with faculty about research, the minor, and mentoring.

Steps are being taken to secure available stipends for faculty developing approved AAASE courses in Human Services Studies, Public Health Studies, and Religion. AAASE also plans to support the creation of a Communications course that could include an Elon Learning Requirement that would have students working on social media engagement for the minor.

- c. *Assess courses in Elon's diversity database, increase offerings, and promote enrollment to ensure numerous thought-provoking academic opportunities that advance cultural competencies.*

As noted in 8a, Jeffrey Coker administered a survey to Core faculty to assess the level of inclusion represented in course goals, content, perspectives, pedagogy, and other related categories. This survey is based on the scholarship of Thomas F. Nelson Laird, who developed a diversity inclusivity framework for evaluating elements of a course. The survey findings will be informative for discussions on advancing diversity education through the shared curriculum.

During the 2016-2017 year, the IAT will confer with the Associate Provost for Inclusive Community about updating the Diversity Course Database with courses that stimulate critical thinking about inequities, explore systems of oppression, and develop the skills necessary for civil dialogue around differences. The discussion will include identifying strategies to minimize the number of courses covering the same content within the same semester.

- d. *Ensure that each dean and department chair develops strategies for faculty, and that Academic Support develops strategies for students before they declare their majors, to advise students about core courses and other curricular and co-curricular programs that ensure advancement of cultural competencies.*

The IAT members will consult with Brooke Barnett, Associate Provost for Inclusive Community, to learn about deans and chairs' efforts toward developing and refining strategies for faculty. The IAT will offer support and suggestions to meet the desired outcome of this recommendation.

- e. *Partner with leadership of each Experiential Learning Requirement to ensure an infusion of race and ethnicity issues that will expand student perspectives.*

The IAT members will hold meetings with each of the ELR leaders to learn about their perspectives on how race and ethnicity issues are present in the requirements.

- f. *Develop and offer a course on Black men's lives as envisioned during a Black Solidarity Day discussion among Black male students and staff.*

Damion Blake instructed *IDS 271A: The Black Man in America* in the spring 2016 semester. He and 13 students explored the history of Black males in the United States as well as Black males through the lens of Critical Race Theory and in the institutions of justice, media, education, and employment. A hallmark of the course was an experiential exercise that involved conducting interviews with Black men on Elon's campus to get insight about their experiences as Black men on a predominantly White campus. The course, now *IDS 222 The Black Man in America*, was approved to count toward the Society or Civilization requirement in the Core Curriculum.

- g. *Explore Intergroup Relations Dialogue courses for credit as part of the Leadership Studies minor.*

Intergroup relations training was conducted for faculty and staff at a two-day retreat in May 2016. That retreat included discussion of possible next steps, both for a curricular (credit-bearing) program and for ongoing training of faculty, staff, and students in Intergroup relations practices.

The Sociology and Anthropology Department is currently considering the development of a curricular Intergroup Relations program at Elon. At its August 2016 retreat, the department established working groups to study similar programs at other universities and to envision a possible minor. The department will offer courses with IGR themes during 2017-2018.

- h. *Ask the Elon Core Curriculum Committee to explore a required diversity offering for first-year students.*

Faculty decided that the best way to implement this goal is not through a required course but instead to infuse diversity into the curriculum. To this end, developing an intercultural competency certificate or other such program is considered the best route to achieve the objective and will be investigated.

Members of the IAT met with Jeffrey Coker to have an initial conversation about the diversity offering requirement. This exploration continued in fall 2016 and resulted in a discussion about three options: (1) semester Core Forums with focus on power, privilege, or oppression related to race and ethnicity; (2) designated section of Core courses with a focus on the aforementioned themes; and (3) development of transcript distinction for the completion of designated Core courses related to issues of systems and social identities.

9. Faculty tools

- a. *Continue offering faculty members' tools for handling conflict in the classroom, including providing training regarding diverse learner's needs and how to manage implicit bias through new faculty orientation and ongoing faculty development programs.*

The Associate Provost for Inclusive Community obtained rights to review an online course related to enhancing inclusion in the workplace. It was decided that the training was not suitable for the university's needs. The Human Resources staff identified another inclusion training resource for consideration. The Human Resources staff reviewed the resource and determined that it will lead the creation of a custom training.

The Center for the Advancement of Teaching and Learning also offers a suite of resources to assist faculty in their efforts to create inclusive classrooms. The IAT co-chairs will meet with center staff in spring 2017 to discuss ways to increase promotion of these resources and assessment of them.

10. Learning and engagement opportunities

- a. *Develop a living-learning community focused on dismantling individual and structural racism.*

The CREDE staff has started the process for creating a living-learning community (LLC) on dismantling racism for fall 2017. Shannon Lundeen, Director of Academic Initiatives for the Residential Campus, provided guidance to the staff regarding the timeline and general resources. CREDE staff attended the initial fall 2016 meeting for developing an LLC.

- b. *Extend the residential campus plan with monthly dinner conversations for students, staff and faculty who are interested in developing greater campus inclusion and hold a series of campus leader led dinner discussions on diversity issues.*

Over the 2015-2016 academic year, three dinner conversations were held. Plans are under way to improve upon the inaugural year for the program. For example, Campus Dining, Colonnades staff, and Faculty Director, Terry Tomasek, are organizing race topic dinners for the 2016-2017 year.

- c. *Host socials that bring together student organizations and groups of different races and ethnicities.*

The IAT reviewed the recommendations from the Presidential Task Force on Social Climate and Out-of-Class Engagement report to identify opportunities to achieve related recommendations within both task force reports.

- d. Require intercultural competence training for student program and student organization/club leaders.*

Carla Fullwood, former Associate Director of the CREDE, and Faculty Fellow Cherrel Miller Dyce developed the intercultural competence program for students. The program was scheduled to start spring 2016, but CREDE staffing changes have delayed the launch until the CREDE has filled its positions.

Randy Williams facilitated a fall 2016 discussion about equity initiatives with Student Government Association executives and Senior Staff members during the annual retreat. At a separate event, Elon Volunteers Leaders engaged in a similar presentation and discussion.

The SGA has also created a new group, the Student Inclusive Community Committee, and CREDE staff is supporting the SGA leaders of this initiative in its effectiveness. The CREDE staff has met regularly with the group in a consultative capacity and offered new perspectives for consideration.

Also, in September 2016, the Sustained Dialogue Institute provided a dialogue across differences training that included “self-work” on how to sort out one’s biases, prepare ourselves for being informed, learning how to respond to uninformed, and stereotypical and/or aggressive comments. Over 40 student leaders from a wide range of student organizations and interests participated in the 3-hour training.

- e. Create more opportunities and clearer paths for faculty, staff, and students to continue their growth related to equity and intercultural knowledge, skills, and attitudes.*

1. The CREDE has developed a program consisting of packaged existing initiatives and courses that lead to enhanced intercultural learning. The program was scheduled to be piloted spring 2016, but staffing changes delayed the launch. With appropriate staff, the program will be launched fall 2017.
2. Leigh-Anne Royster has developed an outline for a faculty/staff certificate program around cultural consciousness and dialogue. Spring 2017 applications will be reviewed for a summer 2017 program start.
3. Randy Williams is sponsoring a 2016-2017 Executive Intern, who is creating a racial equity awareness program to be used in student and faculty/staff development opportunities.

- f. Provide training for faculty and staff in an advising approach that builds on student cultural identities and designate a member of the Leadership and Professional Development Advisory Committee to promote diversity and inclusion programming for faculty and staff professional.*

The first cohort for appreciative inquiry training—an approach to academic advising that takes the student’s social identities into consideration—was completed summer 2015. Further, Center for Access and Success staff obtained certification in this academic advising approach that takes into account students’ social identities.

Also, three Elon 101 fall 2016 pilots have elements of identity discussion and discovery. Assessments of these areas will occur in December 2016.

- g. Implement a student writing contest that addresses diversity experiences.*

Buffie Longmire-Avital, Program Coordinator for AAASE at Elon, launched the inaugural Layne Critical Race Consciousness Essay Contest. The inaugural contest was connected to the Ferris E. Reynolds Lecture featuring George Yancy. The winners, Casey Morrison ‘16 and Chris Tarpley ‘17, received a cash award and were honored at the Phillips-Perry Black Excellence Awards event on April 30, 2016.

- h. Create and implement a faculty and staff intercultural competency certificate program administered by the Office of Leadership and Professional Development and a student intercultural competency engagement program administered by CREDE.*

A student-focused intercultural program was scheduled to launch spring 2016. Staff changes in the CREDE halted the start of the pilot program, which will be implemented once staffing is complete.

Leigh-Anne Royster, Director of Inclusive Community Well-Being, will pilot a faculty and staff cultural consciousness certificate program with applications in spring 2017 and start the program with its first cohort during the 2017-2018 year.

- i. Host, in collaboration with other private liberal arts institutions and local HBCUs, a conference that focuses on the topic of race and racism on predominantly White campuses.*

Buffie Longmire-Avital will be working with the Africanist in the Humanities Consortium (Triangle and Triad schools) throughout the fall 2016 semester to hold a meeting at Elon. Ideally, through this connection Elon will have a pool of emerging Africanist scholars to deliver what may evolve into a named Emerging Scholar in African Studies lecture.

- j. Continue Elon's senior leadership commitment to learning about inclusion and diversity.*

Matthew Antonio Bosch conducted LGBTQIA training for Senior Staff in October 2015, and Buffie Longmire-Avital gave a presentation on the topic of microaggressions to the group in March 2016.

- k. *Recognize students'/student organizations, faculty, and staff achievements that contribute to eradicating racism and creating a more inclusive campus.*

During the 2016-2017 year, a group will convene to generate and review nominations for the African American Wall of Fame, an honor that recognizes major achievements of Black students, faculty and staff, as well as campus organizations that foster Black culture at Elon.

IV. Campus Climate and Assessment

Promotion and regular evaluation of a more inclusive campus climate with a special emphasis on safety and security for Black students.

11. **Safety and Police Training**

- a. *Ensure ongoing implicit bias training for campus police and security officers and coordinate meetings between the leadership of the Black Student Union, the Director of Campus Safety and Police, and Black students at least once per semester.*

Campus Safety & Police and the Black Student Union (BSU) executive board held their first dinner together in spring 2016. Six students and 12 members of the police/safety department attended the dinner. From information gathered afterward from Chief Franks, the conversations were deeply engaging, respectful, and full of good ideas for building relationships between officers and the many communities that make up our campus. The challenge now is to make semester meals a structural part of both organizations, in part by staying in touch with both the BSU president and Chief Franks each year. A possibility to be pursued is to have the BSU put into its bylaws a requirement to maintain a yearly meeting with Campus Safety & Police.

12. **Enhancements to Elon's Honor Code**

- a. *Revise the student handbook to make it clear that slurs directed at individuals because of their identity are a violation of student conduct policies; communicate this message as part of new student orientation and Elon 101.*

In summer of 2015, the student handbook language was updated to clarify how bias-related conduct, including slurs, can be an infraction of the handbook.

- b. *Partner with Live Oak Communications to create an awareness campaign about the Honor Code, promoting Elon's inclusive community values and reminding students that acts of bias and discrimination are violations of the honor code.*

Live Oak created new Honor Code posters, and posters are being produced for placement in classrooms.

- c. *Encourage inclusion of the Honor Code in every course syllabus and consider classroom postings that detail ways to live out the Honor Code.*

Faculty are sent an email each August with information for possible inclusion on course syllabi. A statement regarding the honor code is included. Additionally, the faculty handbook does include language regarding faculty responsibility for discussing the honor code and the application of the honor code in courses. Finally, the person responsible for the academic honor code is invited to speak to new faculty at an orientation meeting each fall to discuss the honor code.

13. Assessment

- a. *Create a plan for regular assessment of the Black student, faculty and staff experience.*

As Ken Hernandez left Elon in summer 2016 with Jason Husser the new director of Elon Poll, renewed contact was made in fall 2016 to inquire if he is the new contact for IAT and we are still waiting for a response. In discussions with Randy Williams it was agreed that at this point the assessment would be under CREDE's oversight though administered by the Political Science and Policy Studies department. Most of the assessment will remain the same in order to keep a running profile, with a supplement of additional questions added to focus on new concerns.

14. Five-Year External Evaluation

- a. *Conduct an external evaluation of the university's diversity and inclusion every five years beginning this coming academic year.*

The Provost Inclusive Community Team has finalized a proposed process for an external review and has secured two reviewers who specialize in environments and partnerships for diversity and inclusion work. Their primary goal will be to examine Elon's institutional approach, structure, communication, and practices related to diversity, equity, and inclusion, offering analysis of the university's current work and providing recommendations for the future. The target for completing this review is April 2017.

V. Communication and Messaging

Improved communications with Black students, faculty and staff and stronger institutional messaging about their role in the Elon community.

15. Internal communications

- a. *Provide an annual state of the university report on the Black student, faculty and staff experiences.*

IAT members are scheduled to convene a meeting with key leaders in the Black student, alumni and faculty/staff in order to draft a template for the recommended university report on the Black student, faculty and staff experiences. This meeting will include Jamie Butler (Black student perspective), Deidra Smith (Black alumni

perspective) and Dr. Cherrel Miller-Dyce (Black faculty/staff perspective). Following the meeting, Brooke Barnett will be contacted regarding the recommended report. The idea would be to have overall statistics on Black student, faculty/staff and alumni enrollment, participation, and well-being on campus.

- b. *Host fall semester Black student town meetings attended by the President and senior administrators and spring follow-up meetings with Black Student Union leadership and Senior Staff.*

The main update on Black life at Elon is an open town hall forum to be held on December 6, 2016 where a small group of Senior Staff members will discuss the annual report of the Black community at Elon. This meeting will be hosted by the Black Student Union (BSU) and is open for all to attend.

- c. *Develop an effective campaign to educate the campus about the bias reporting system.*

Leigh-Anne Royster, Director of Inclusive Community Well-Being, has agreed to be the liaison among the Presidential Task Force on Black Student, Faculty, and Staff Experiences and department chairs and the Staff Advisory Council. Briefings will occur for each group once or twice a year. Leigh-Anne also has plans to continue the Fireside chats on bias, partner with each neighborhood, and launch a new website, all in an effort to educate more students and colleagues about the reporting system.

16. External communications

- a. *Identify and better promote a list of courses and co-curricular and extra-curricular experiences for students that promote inclusion and diversity education, maintaining a webpage that includes this information.*

The new Phoenix Connect software provides a platform for students, faculty, and staff to post and promote events with push notifications related to areas of interest including cultural programs. This software is accompanied by an app that helps to enhance communication. All student organizations are now required to register through this platform, and events can be tagged as cultural. The website is <https://elon.collegiatelink.net/> and has over 260 organizations and events listed.

- b. *Redesign the CREDE website with a menu of programs and services provided for Black students.*

The CREDE website has been continually updated with information and resources for Black and other racially and ethnically underrepresented students. There is also a new CREDE communications committee that monitors and manages the webpage material as well as social media.