

Presidential Task Force on Black Student, Faculty, and Staff Experiences
Implementation and Assessment Team (IAT)
Status Report – Spring 2019

Task Force recommendations are listed under five themes. Significant enhancements to campus programming and resources have been completed since the Task Force report was released September 2015. The success achieved thus far is encouragement for ongoing enhancements to the experience of the Black community specifically and the Elon community as a whole. This report represents the final formal update of the IAT, but the work will continue until all university members report that they are thriving as a result of their Elon experience.

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.*

2016 Update:

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.

2019 Update:

Courtney’s leadership in this area has aided the recruitment efforts of Black students as demonstrated in Black student enrollment. Since 2016, both the overall number and percentage of Blacks have gradually increased from 321 to 345 and 5.3 percent to 5.6 percent (see Table 1).

Table 1

2016	2017	2018
321 (5.3%)	329 (5.4%)	345 (5.6%)

The enrollment of multiracial students also increased in that period, adding to the presence of more students with a Black identity. Additionally, Courtney has

developed an emerging relationship with the Jack and Jill of America organization that is committed to African American youth development. Over the last two years, Elon Admissions officers have attended the organization's teen college fair. More exploration with other community-based organizations is underway.

- 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.*

2016 Update:

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. These efforts include hosting Evening With Elon receptions in key geographical markets from which Black-identified students have historically enrolled. Atlanta and Washington, D.C. metro areas are key locations. In addition, the Admissions staff has engaged in opportunities for continued learning and development related to best practices in recruiting these students.

2019 Update:

In 2019, Admissions reported marked improvement in the completion rate that puts Black applicants in a range of negligible difference with the all applicants' rate. Recognizing the relatively higher number incomplete applications from Black-identified students, the senior assistant director for diversity recruitment spearheaded additional efforts to encourage completion. The admissions staff contacted students by phone and email and, in many cases, contacted the applicants' high school counselor to request missing items which ranged from the application fee to official transcripts to a completed Secondary School Report form. This additional outreach resulted in greater activity prior to application review allowing the staff to review more applications from students who have historically had a lower completion rate. The change may result in increased enrollment because more Black students will be in the admissions funnel during the committee review stage.

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

2016 Update:

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, supervises and supports four Campus Visit Assistants (CVAs), who are experienced student ambassadors and provide leadership for the remaining Ambassadors. The CVAs will organize monthly trainings, and diversity is a topic area. The CREDE (Center for Race, Ethnicity, and Diversity Education) staff has provided multiple diversity workshops for the tour guides, including Diversity Ambassadors.

2019 Update:

The new structure seems to have addressed the Diversity Ambassadors' needs related to reporting structure, diversity training, and communication. Continual monitoring and adjustments will be an ongoing practice to support these students and the university's admissions goals.

- 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.*

2016 Update:

Admissions and Financial Planning staff, including the senior leadership of the areas, attended the 2015 and 2016 Race, Reflections, & Discussions series hosted by the 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 2017-2018. This training will be marketed to the Admissions and Financial Planning staff.

2019 Update:

Admissions and Financial Planning staff have engaged in multiple development opportunities around identity and intercultural learning offered through the Office of Inclusive Community Development (formerly Office of Inclusive Community Well-Being), the Office of Leadership and Professional Development, and the Center for Race, Ethnicity, and Diversity Education. In January 2019, the entire Admissions staff participated in a 3½ hour workshop that led participants in developing individually from ethnocentric to ethnorelative and developing as a team from a monocultural to a multicultural organization.

2. Student aid

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

2016 Update:

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 2015 to make it known to students, and it has been used frequently by current and prospective students and their parents.

2019 Update:

Admissions and Financial Planning reports that this resource center continues to be a highly used addition to the Financial Planning space.

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

2016 Update:

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.

2019 Update:

Student hiring in Financial Planning continues to focus on representation of the entire student body. Spring 2019 employment offers include multiple students from underrepresented populations on campus. The department has been funded to hire a new professional staff member beginning in the 2019-2020 academic year. This creates an opportunity for greater racial diversity among financial planning counselors who work with prospective and current students and families.

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

2016 Update:

The university is currently in the leadership phase of the Elon LEADS Campaign, with over 60 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.

2019 Update:

The Elon LEADS comprehensive campaign enters its three-year public phase with an on-campus launch event at the Schar Center on April 5, 2019. The 7-year campaign (2015-22) has an overall goal of attracting \$250 million in philanthropic support across multiple priorities. Sixty percent of that goal, or \$140 million, is designated for scholarship and student support. Among the key scholarship priorities is the creation of new endowed scholarships for the Odyssey Program, 54 of which had been generously established during the early phases of the campaign, for a total of 182.

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

2016 Update:

“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. The President’s Office, University Advancement, and CREDE staff are confirming membership for the council during the fall 2016 semester.

2019 Update:

The Black Life Advisory Council (BLAC) has been established and already demonstrated financial support to assist Black students with engaged learning experiences. During the 2017-2018 academic year, BLAC focused its giving to supporting global engagement efforts. As a result, the council’s generosity made it possible for a Black student to have a study abroad experience with an internship in London summer 2018. BLAC aims to double its first-year giving effort for the 2018-2019 year.

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.*

2016 Update:

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, Dr. Jean Rattigan-Rohr was named Executive Director of Community Partnerships, and Dr. Randy Williams was promoted to Associate Vice President for Campus Engagement. Drs. 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.

2019 Update:

In fall 2017, Dr. Connie Ledoux Book was named Elon's ninth president and first woman in the role. Also, in spring 2018, Dr. Rochelle Ford, a Black woman, was selected as the Dean of the School of Communication. The hires of President Book and Dean Ford are noteworthy beyond their identities because of their expressed commitments to diversity and racial equity. Since 2016, Blacks have held leadership roles as the director of the Core Curriculum, chair of Academic Council, and associate dean at the Law School. In spring 2019, Dr. Rattigan-Rohr was appointed as Vice President for Access and Success.

While these examples of diversity in senior leadership roles are important, there remains a lack of racial diversity in leadership positions throughout the university. Currently, only 4 of the 30 academic department chairs are faculty of color, and a plan to increase senior leadership has not been created.

- 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.*

2016 Update:

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.

2019 Update:

In 2016, HR staff conducted an exploration of online diversity training options for employees, but no resources were identified. In fall 2016, Carla Ugboro, Associate Director of Human Resources for Employee Relations, researched programs at other institutions, but to date, no program has been identified for implementation. Other meaningful efforts have been occurred while a training program is secured. For example, in spring 2017, Carla attended a two-day racial equity workshop and reported that the program could provide framing for diversity efforts for employees. Later in that summer, Dr. Cherrel Miller Dyce and Dr. Randy Williams co-led the entire Human Resource division in a racial identity and racial equity daylong workshop. A recent HR change to address this recommendation is the re-developed new employee orientation program, which includes presentations from directors of multiple campus identity centers.

- 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.

2016 Update:

IAT members connected with Dr. Brooke Barnett specifically about the two post-doc fellowships offered each year. Both faculty fellows in 2016 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.

2019 Update:

The pre- and postdoctoral program is working well as demonstrated by the hiring of exemplary faculty, who have also added to the racial diversity over the past years and with next year's faculty. While the Elon Black faculty percentage (6.3%) remains higher than the national average (5.0%) and is competitive with aspirant institutions, there will be ongoing efforts to increase the percentage to a level of critical mass that enhances the campus climate.

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.*

2016 Update:

In summer 2015, the CREDE staff mailed letters to incoming first-year ALANAM (African American/Black, Latino/Hispanic, Asian/ Pacific Islander, Native American, Alaskan Native, Multiracial) 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.

In spring 2016 the (Glenda) Phillips (Eugene) Perry portraits of the first Black student to attend and the first black student to graduate from Elon were placed in a prominent area of the second floor of Moseley.

Jamie Butler, the former 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 in August 2015. 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.

2019 Update:

Brandon Bell, Assistant Director of the CREDE, has hosted Black Student Success Weeks that include programs to welcome students from a variety of experiences from the Pan-African Diaspora. Plans are underway to build upon previous welcome weeks with the implementation of a Karibu (Swahili term for welcome) component for future years, beginning fall 2019.

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

2016 Update:

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.

2019 Update:

The Bursar's Office staff participated in a spring 2018 customer service training led by Associate Bursar, Alessandra Gabriel.

5. Student success

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

2016 Update:

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. Fifty-five alumni and 24 students applied to the program, allowing for strong matches. This meant they were able to make strong matches for the students. The pairings were announced in mid-October, and the alumni have been asked to make contact with their mentee at least once a month by phone, Skype, or in-person and to 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.

2019 Update:

The EBAN mentorship program is in its third calendar year. The program was designed to cultivate meaningful, professional mentor/mentee relationships between black identified alumni and students. EBAN members from many class years, programs, and extracurricular involvements have participated as volunteer mentors to current junior and senior students. These mentoring relationships are meant to provide valuable support and guidance to students as they explore new career paths, navigate their transition into becoming alumni, and/or consider potential graduate school programs. This academic year, the EBAN mentorship program expanded to 25 students and alumni mentor/mentee pairs. The pairs work with EBAN executive board members to determine the intensity and focus of the mentorship relationship and are provided ongoing resources and support through the Office of Alumni Engagement. EBAN encourages participants to develop their partnerships through face-to-face interactions, e-mails, telephone conversations, video chats, and special mentoring events and programming offered during homecoming weekend. The program has been a much-added value to not only students but to the alumni who serve as mentors as it allows for meaningful engagement and connection to each other and their alma mater. There are plans to incorporate first and second year students starting fall 2019.

- 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.*

2016 Update:

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 and programs more inviting to minority students and hopes that this research will help identify potential barriers as well as strategies to overcome those barriers.

2019 Update:

In January 2018, Reiney Lin, Assistant Director of CREDE, led the SPDC staff in a training and consulted the staff on issues of identity and race. Reiney's work with staff has helped the development of other CREDE and SPDC engagements like the 2019 Black EXPOSEition event that focused on entrepreneurship within Black communities.

- 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.*

2016 Update:

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 the sub-committee plan to meet with Faith Shearer, Associate Director of Athletics and Senior Woman Administrator, for further follow-up.

2019 Update:

In the spring of 2018, the Athletics department launched the Student-Athlete Leadership Academy to create and hone skills for students in several leadership-related topics. The program consisted of a series of workshops that included topics such as Identity and Equity and Active Bystander.

6. Student mentoring

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

2016 Update:

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

2019 Update:

Revisions of the SMART Mentoring program with emphasis on the mentor role and the co-curricular agenda of the program have been made to help ensure a more holistic welcome to campus. The changes include a focus on the Elon Learning Requirements, academic planning and advising, and the exploration of identities.

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

2016 Update:

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.

2019 Update:

Mentoring of Black students by faculty and staff has occurred in several areas of campus as supported by student reports. These engagements have occurred through informal rather than formal means. To help facilitate these natural connections, Black faculty and staff have held their lunches in the CREDE to interact with students. A formal mentoring program between students and EBAN members has been established.

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

2016 Update:

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.

2019 Update:

Brandon Bell has served as advisor to several historically Black student organizations and elevated the level of engagement with the groups. Through his consistent attendance at meetings, Brandon has provided guidance to assist the students in reaching their goals.

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.*

2016 Update:

The CREDE hosted welcoming receptions for Black faculty and staff during the 2015 and 2016 planning weeks and plans to do so in the future.

The OLPD (Office of Leadership and Professional Development) 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.

2019 Update:

The CREDE staff and the Black Employee Resource Group continue to host receptions during planning week. Throughout the year, social gatherings have occurred at the Oak House. In spring 2018, President Connie L. Book hosted Black faculty and staff at Maynard House for a reception. The Black Employee Resource Group leadership team is currently exploring the feasibility of a mentoring program for first-year Black faculty and staff.

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

2016 Update:

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.

2019 Update:

The Black Employee Resource Group was established in fall 2017 and led in creation by Brandon Bell and Aliana Harrison, Associate Director of Residence Life for Residential Education and Community Development.

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

2016 Update:

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 beyond as needed.

2019 Update:

While a formal assessment has not been conducted, the Black Employee Resource group delivered a cursory slate of programs for Black identified professionals. These professional development workshops, like “Cultivating Mentorship and Sponsorship,” aim to strengthen Black colleagues.

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

2016 Update:

The IAT 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 write effective evaluations (Unit III’s) could also provide additional evidence for P & T portfolios about teaching excellence.

2019 Update:

In December of 2017, PICT (Provost Inclusive Community Team) developed the following action item. “Create a clear message in the faculty promotion and tenure process as part of the charge to the committee about how faculty are

supported when challenging students to develop their thinking about complex and difficult issues and will take into consideration the ways in which context affects perceptions of teaching.” CATL (Center for the Advancement of Teaching and Learning), Deans, and Chairs will also work with faculty in writing Unit I and III that put their teaching evaluations in context and also to provide other methods of demonstrating high quality teaching beyond the student perceptions of teaching. Training on bias will be offered to deans, chairs, senior staff and Promotion and Tenure Committee members.

During Winter Term 2019, Drs. Deandra Little and Tim Peebles facilitated two 90-minute sessions for department chairs on guidance for writing effective evaluations. During the session, facilitators discussed some of the research on student ratings of instruction (SRIs), as well as ways chairs can look for patterns and provide context for the quantitative and qualitative student feedback to support colleagues’ professional development and be aware of factors that might be influencing student feedback. Department chairs shared good practices for writing Unit IIIs, including ways to provide summative and formative feedback on teaching effectiveness in Unit IIIs, which relies on data beyond just the SRI.

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.*

2016 Update:

Dr. 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 Elon Core Curriculum Committee will evaluate and discuss survey results and decide on next steps.

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 in 2017-18 to initiate planning.

2019 Update:

In the fall of 2018, Dr. Naeemah Clark was appointed the Coordinator for Core Forums and Diversity in the Core. The position is tasked with organizing the six Core Forums each academic year and working on faculty development to strengthen diversity and inclusion work, particularly in COR110. The program assistant and student worker reviewed each COR110 syllabus and categorized themes and goals. The faculty who were engaging topics of diversity and inclusion were invited to a lunch to explore interest in developing modules and other teaching resources for faculty who want to bring this work into their classrooms. The Core Committee recognized the challenge of communicating the diversity and inclusion work occurring with students. Tyrone Jean along with Drs. Amy Johnson, Naeemah Clark and Cherrel Miller-Dyce met to find ways to do this better. This included learning goals, sign-posting in assignments, and utilizing the diversity database. Finally, Brandon Bell, led multiple training sessions with the Core faculty to explore pedagogy for teaching components of power, privilege, and oppression as found in the 2018 Common Reading.

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

2016 Update:

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.

2019 Update:

AAASE has held four consecutive Layne Critical Race Consciousness Essay contests and master class luncheons on four scholars. Winners have been announced at the Black Excellence Awards. Additionally, AAASE has co-sponsored scholar visits to campus for public addresses.

For the past 3 years, AAASE has supported the Donning of the Kente ceremony by purchasing the stoles that are ordered and purchased by an AAASE-Affiliated faculty member.

Curriculum development has advanced with AAASE electives in multiple disciplines across the college. Similarly, AAASE has numerous courses in the Winter Term study abroad program and cross-listed as upper level COR courses. In 2017-2018, Sandra Reid created a required foundations course for the minor, which included a sponsored trip to the International Civil Rights Museum and to see the film *Black Panther* as a class.

In 2018-2019, AAASE held a students and faculty reading group on *The Hate You Give*. A copy of the book and a ticket to see the movie were provided to each participant.

AAASE continues to offer scholar of the month lunches—a platform for scholars to disseminate their AAASE related knowledge. Scholars from within and outside the university at various levels have participated. We are also now inviting students enrolled in the minor to these sessions.

AAASE will be working to partner with the African Diaspora LLC to generate a bridge into the minor through required classes. This partnership may yield a higher enrollment in the AAASE 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.*

2016 Update:

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.

2019 Update:

The Diversity Course Database (DCD) was developed in response to requests by students, faculty, and staff for a resource to identify diversity-related courses at Elon University. The DCD identifies courses according to the way they address diversity using seven dimensions of diversity. Dr. Becky Olive-Taylor, Executive Director of the Koenigsberger Learning Center and Director of Academic Advising, plans to promote this resource to the advising team as it works with students to build schedules with diversity courses that may interest them.

- 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.*

2016 Update:

The IAT members will consult with Dr. 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.

2019 Update:

Dr. Becky Olive-Taylor, Executive Director of the Koenigsberger Learning Center and Director of Academic Advising, plans to promote the Diversity Course Database to the advising team. Infusing the value of this resource into the advising process may yield greater utilization of the database.

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

2016 Update:

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.

2019 Update:

In fall 2018, Brandon Bell partnered with Melanie Bullock, Director of the Center for Leadership, to develop and pilot the Oludari (Yuroba for director) Leadership Program for students of color seeking to engage in leadership education at the intersection of blackness. There are plans to develop this program further based on the encouraging pilot results.

In spring 2019, the Elon Experiences Advisory Council planning process identified themes that informed areas of focus. These themes include expanding entry points into the Elon Experiences, infusing a commonly defined concept of intercultural learning, and conducting an analysis of Elon Learning Requirement participation.

- 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.*

2016 Update:

Dr. 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.

2019 Update:

This course continues to be a popular one for students. The enrollment for the course has more than doubled since its initial year (see Table 2).

Table 2

2016	2017	2018
13	29	32

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

2016 Update:

Faculty and staff attended a two-day Intergroup Relations training 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 (IGR) 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.

2019 Update:

In 2017-18 and 2018-19, Drs. Raj Ghoshal and Joel Harter co-taught two sections each fall of the two-credit, half-semester 200-level course *Rethinking Race* in the Sociology & Anthropology Department, under the IGR umbrella. Students have produced solid work showing advancing understanding of implicit bias, neighborhood segregation, and inequality. The student perceptions of teaching have been good, and enrollment has been fairly strong (the sections are capped at 16).

In fall 2019, Drs. Ghoshal and Harter will co-teach one section of *Rethinking Race* and one section of a new half-semester course entitled *Race Beyond Black & White: Asian, Hispanic-Latinx, and Multiracial America*. The new course will be taught at the 300-level with a recommended prerequisite of prior coursework on race. Also, in 2018-19 Dr. Ghoshal was selected as a Leadership Education Scholar and is currently pursuing a project that would help students in the race courses build their leadership capacities.

The minor idea discussed in 2016-17 has not yet taken off though faculty have expressed interest. Dr. Ghoshal, department chair Dr. Tom Mould, and Program Coordinator for Inclusive Community and Well-Being, Maggie Castor are in discussions about a possible summer 2019 joint workshop with Furman University which would allow faculty & staff from both universities to share reflections and strategies for IGR and similar pedagogies.

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

2016 Update:

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 Dr. 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.

2019 Update:

The Elon Core Curriculum (ECC) Committee offered a Diversity and Inclusion Roundtable event as a Core Forum for the past three years. There are 4 offerings corresponding with the regular COR110 teaching blocks. Faculty sign up in advance so that the facilitators know how many tables and facilitators they need. Students then have 4 15-minute introductions to various aspects of diversity and inclusion.

In Spring 2019, the committee hosted a conversation with campus partners about inclusive teaching in the Core Capstone. This is only a first step toward development in that arena.

In addition, the new coordinator has connected COR 110 courses with speakers on campus focused on topics related to allyship and media literacy related to race and representations of people of color. These ad hoc presentations have served two purposes. First, they allow the ECC to deepen student engagement with guests who are on campus for other events. Second, guests with social justice expertise are asked to make deeper connections with our campus in an effort to create a lasting relationship with Elon.

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.*

2016 Update:

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 CATL also offers a suite of resources to assist faculty in their efforts to create inclusive classrooms

2019 Update:

The CATL staff continue to provide development opportunities and resources (consultations, teaching and strategy guides, workshops, and the Diversity Infusion Program Grant) for faculty in creating inclusive classrooms. In addition to these offerings, the staff along with Inclusive Community Development (ICD) staff partnered with an external consultant July – October 2018 to map opportunities and present recommendations related to diversity, inclusion, and intercultural interactions. In spring 2019, the findings were presented and discussed with the Provost Inclusive Community Team, the Inclusive Community Council, and President Book.

Another important note is that staff in inclusion departments have served as consultants to faculty who seek support in addressing social identity issues that arise in classes. ICD staff has been effective in responding to faculty in developmental ways in instances of bias reports.

10. Learning and engagement opportunities

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

2016 Update:

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.

2019 Update:

The African Diaspora Living Learning Community (LLC) was launched in fall 2018 as the first living learning community to center race, specifically blackness, at the university with 17 residents in the inaugural community. This LLC while likely double in size next year because of the demand from current first-year students who will live there as sophomore. This expansion is indicative of the LLC's success and another feature to help ensure peer mentoring.

- 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.*

2016 Update:

The Residence Life staff held three dinner conversations during the 2015-2016 academic year. Plans are underway to improve upon the inaugural year for the program. For example, Campus Dining, Colonnades staff, and Faculty Director, Dr. Terry Tomasek, organized race topic dinners for the 2016-2017 year.

2019 Update:

Through the 2018-2019 academic year, all seven residential neighborhoods integrated events and initiatives within their neighborhood plans to engage students, faculty, and staff in various programmatic opportunities ranging from neighborhood dinners, film screenings and discussion and a partnership with the local Burlington Masjid to discuss topics connected to inclusion and diversity issues at Elon and within society. The Residence Life staff partnered with various academic and administrative offices in these programming efforts on topics of bias, gender, race, religion, politics, and the intersection of multiple identities.

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

2016 Update:

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.

2019 Update:

The Student Government Association (SGA) started the Elon Ball in February 2017 and has held the event each February since its start. The social event is open to all students and provides an opportunity for the entire student body to engage in an event that welcomes students for a fun time in the Great Hall. Other SGA-supported events like the homecoming concerts and ElonThon have attracted a wide range of students.

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

2016 Update:

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

Dr. 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.

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, and 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.

2019 Update:

During spring 2018 Tyrone Jean and Dr. Cherrel Miller Dyce launched the Intercultural Learning Certificate Program (ILCP) with 14 students. The original cohort from spring 2018 has made steady progress and has completed several co-curricular experiences, and academic courses towards progress of the certificate. The CREDE anticipates having the first graduate of the program in spring 2019.

The School of Education voted to adopt the ILCP, beginning in Fall 2019. This program will be a requirement for all 254 education majors.

In fall 2017, the DEEP social justice program, led by Reiney Lin the former Assistant Director of the CREDE, developed the DEEP Squad, which consisted of students who focused on systems of oppression. These students learned to examine the various ways that racism intersects with other identities and is prevalent throughout systems.

Each year at the President’s Student Leadership Advisory Council retreat, Dr. Randy Williams has led an inclusion related session using content from the Common Reading for the year and other material to facilitate growth opportunities for student leaders.

- 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.*

2016 Update:

The CREDE 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.

Dr. 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.

Randy Williams sponsored a 2016-2017 Executive Intern, who is creating a racial equity awareness program to be used in student and faculty/staff development opportunities.

Research to be done into establishing an upper level administrator that could be a sounding board for minority faculty, with perhaps the office residing in the CATL. They could also serve as a resource also for chairs, deans, etc. A potential first step is to discuss the subject with the co-chairs of the post-probationary task force.

2019 Update:

Dr. Leigh-Anne Royster facilitated the development of two Intercultural Consciousness Certificate cohorts of faculty and staff, totaling 48 colleagues. The experience is designed to deeply engage in cross-cultural dialogue and create a special project in their area related to diversity and inclusion. It includes an orientation, a dialogue component, proposal development, and project implementation that is followed by a ceremony. This ongoing program has the potential to have a presence throughout the entire campus over time. (See also 2019 update for recommendation 10. d.)

- 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.*

2016 Update:

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.

2019 Update:

In summer 2016, Elon 101 New Instructor Orientation was enhanced to include discussions about inclusivity in the classroom. During the two-day training, new instructors are now engaged in conversations centered on understanding our first-year student population and ways to create an inclusive classroom environment that meets the needs of a diverse student body. New instructors also debrief case studies focused on advising students from various backgrounds (students of color, students with disabilities, student athletes) with a panel of campus partners from offices to include: Disabilities Resources, Inclusive Community, the CREDE, Student Concerns, and Learning Assistance. During this panel, new instructors learn about campus resources available to students and how to assist students with navigating student experiences that impact their individual identities. Ninety-seven new instructors have gained this training since summer 2016, and a heightened awareness has been an outcome.

In fall 2016, Elon 101 collaborated with the Gender and LGBTQIA Center (GLC) to provide all Elon 101 instructors with information on the appropriate use of gender pronouns. In conjunction with Academic Advising and the Registrar's Office, all Elon 101 instructors were provided with the gender pronouns that each student in their Elon 101 class identified with. This information was included on their printed class rosters and in OnTrack. To support this new addition to their rosters and list of advisees in OnTrack, Matthew-Antonio Bosch, Director of GLC, conducted a brief training on the appropriate use of gender pronouns and provided a handout for all Elon 101 instructors during the fall 2016 Elon Planning Week Session. The handout has been provided for all new instructors since fall 2016 and additional resources are posted in the Elon 101 Instructor Moodle Group.

Elon 101 is currently undergoing a review of the course learning outcomes with a small work group. While reviewing the course learning outcomes, the work group is and will continue to be intentional about awareness of institutional priorities related to diversity/inclusion and wellness/wellbeing. Discussions are underway regarding a series of workshops centered on cultural competency.

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

2016 Update:

Dr. 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.

2019 Update:

The essay contest has been held annually since 2016. Students submit entries for this contest, and winners are announced at the annual Phillips-Perry Black Excellence Awards event. Also, annually during the celebration of the legacy of Dr. Martin Luther King, Jr., the CREDE hosts an oratorical contest on the topic of racial equity. This event has given students another platform for sharing their writing.

- 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.*

2016 Update:

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 conscious certificate program with applications in spring 2017 and start the program with its first cohort during the 2017-18 year.

2019 Update:

(See update for recommendation 10. E.)

Additionally, the CREDE and the OLPD have partnered since summer 2015 to provide faculty and staff with the Race, Reflections, and Discussion series. This lunch-and-learn series has become a signature summer professional development experience for colleagues who want to communicate more effectively and appropriately with race and racism. Table 3 shows the unique counts of participation over the years, and some people have attended multiple sessions.

Table 3

2015	2016	2017	2018
113	110	112	84*

*Only 3 rather than 4 sessions were held in summer 2018.

- 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.*

2016 Update:

Dr. Buffie Longmire-Avital will work 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.

2019 Update:

Since 2015, the Black Solidarity Day Conference has occurred at Elon and attracted students from nearby colleges. The conference provides sessions on various topics that relate to the Black experience.

The CREDE and the OLPD continue to host the summer series Race, Reflections, and Discussion. This popular series explores race and racism and meets capacity for each session during the month of July.

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

2016 Update:

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

2019 Update:

At a January 2019 visit to the University of Denver, Senior Staff and academic deans engaged in two diversity related sessions: Race, Ethnicity, and Diversity on Campus and College Access. These sessions are consistent with other diversity presentations and discussions that occur at bi-annual senior leadership retreats.

In late February 2019, the university hosted a diversity recruitment specialist from Ernst and Young. The specialist engaged in a session with Senior Staff and academic deans.

One of the academic deans participated as an inaugural cohort member of the first Intercultural Consciousness Certificate program. The program is growing in traction and having an academic dean to complete it will be helpful in future promotion of the program.

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

2016 Update:

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.

2019 Update:

In February 2016, portraits of Glenda Phillips Hightower and Eugene Perry, the first full time Black student to attend Elon, were revealed at a special College Coffee ceremony. The portraits were then placed prominently next to the university seal on the second floor of Moseley.

The Student Government Association recognized DEEP as the 2017-2018 Program of the Year for its work in educating the campus about racial equity.

Brandon Bell, Assistant Director of the CREDE, has begun discussions about expanding the African American Wall of Fame with more members who have met the criteria for the recognition process.

In spring 2019, Glenda Phillips Hightower, the first full-time Black student, was awarded an honorary degree during the University's Spring Convocation.

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.*

2016 Update:

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.

2019 Update:

In late 2017, the Campus Safety & Police staff participated in a two-day class entitled "Understanding the Science of Bias." This training will be provided again in the fall 2019 for the entire department, which includes 41 staff members. Since 2016, officers have also continued trainings in diversity awareness, racial diversity and effective communications, improving relations with minority youth, equality in policing, and Antifa/White Nationalists awareness training.

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.*

2016 Update:

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.

2019 Update:

In summer 2017, the university added DiversityEdu to the orientation requirements for new students. The program was customized by the company after feedback was generated from colleagues and students. DiversityEdu is an initial program that is built upon during the on-campus orientation experience, which has been enhanced since 2016 to include “You are Elon” and “We are Elon” sessions.

During the summer of 2018, a team of colleagues including members of the Provost Office, Student Life, and Academic Council drafted a statement on the university’s values on freedom of expression and inclusivity. The draft has been circulated amongst several groups for feedback. Once the document is finalized, it will be published in orientation material, the Faculty Handbook, the Student Handbook, and the Human Resources Manual (currently the Staff Manual).

- 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.*

2016 Update:

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

2019 Update:

Posters continue to be maintained in classrooms.

(See 2019 update for recommendation 12. a.)

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

2016 Update:

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 Assistant Provost for Communications and Operations discusses the honor code with new faculty at an orientation meeting each fall.

2019 Update:

The Provost's Office and academic deans continue to promote the inclusion of the Honor Code in every syllabus, and classroom postings are present.

13. Assessment

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

2016 Update:

Diverse Learning Environment (DLE) survey will occur in either fall 2017 or spring 2018. It will go to all faculty/staff/students and information will be disaggregated with respect to the Black communities at Elon. Comparisons with the survey done with the Black communities at Elon done in fall 2014 will then be formulated.

2019 Update:

The Office of Institutional Research administered the DLE to students spring 2018. The survey solicits demographic information, enabling administrators to disaggregate data and assess the experiences of Black students. Additionally, the Multi-institutional Survey of Leadership was administered 2017-2018. This survey has a campus climate for diversity and inclusion subscale section that provides an explanation of several minoritized groups including students of color. The reports of both surveys are being developed for distribution in spring 2019.

In February 2019, the American Council on Education released its report, Race & Ethnicity in Higher Education, which was a discussion item for two Senior Staff meetings. The national report provided context for understanding Elon students of color experiences and prompted the idea to develop a two-year report of race outcomes, including climate data for students.

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.*

2016 Update:

The PICT finalized a proposed process for an external review and has secured two reviewers who specialize in environments and partnerships for diversity and inclusion work. PICT will update on their review that was done in April 2017.

2019 Update:

PICT commissioned two consultants to conduct an external review of Elon's areas of strength and opportunity to advance inclusion and equity, Drs. Sam Museus and Lucy LaPeau of Indian University and the National Institute for

Transformation and Equity. The report presented by the consultants provided PICT with guidance for building on strengths and insights for improving other areas. PICT developed a list of action items that emerged from the review. The items add to the 2016-2021 Diversity Action Plan.

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.*

2016 Update:

Due to personnel changes, less progress was done on this recommendation than intended. The person who will replace Jamie Butler, the former Assistant Director of the CREDE, will likely be the point person 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.

2019 Update:

Though no annual report has been generated ongoing meetings between Black students and senior administrators have occurred since 2015 to ensure communication of experiences and updates.

- 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.*

2016 Update:

Several events between Senior Staff and the BSU were held in fall 2016. At one President Lambert and senior staff attended. Another was an open town hall forum where a small group of Senior Staff members discussed the annual report of the Black community at Elon. There was also a reception between the BSU and Senior Staff in the fall.

2019 Update:

President Emeritus Lambert met annually with BSU members, and then President Book continued the meetings upon her arrival. In her first semester as president, Dr. Book met with the BSU during her spring 2018 listening session tour as she aimed to hear from as many distinct groups as possible. In fall 2018, President Book met with the BSU executive body, the SMART Mentors, and ALANAM students during a town hall. She followed up with an end-of-semester email,

communicating spring 2019 plans to address short-term goals based on the feedback from the sessions.

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

2016 Update:

Leigh-Anne Royster, Director of Inclusive Community Well-Being, 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 plans to continue the fireside chats on bias, partner with each residential neighborhood, and launch a new website in an effort to educate more students and colleagues about the reporting system.

2019 Update:

The university launched a new bias reporting system website that streamlines the reporting process and clarifies resources available to users. The fireside chats continue to provide broad information about occurrences of bias, and Dr. Royster makes periodic presentations to the Provost Inclusive Community Team to inform the group about bias incidents.

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.*

2016 Update:

The new Phoenix Connect software and app provide a platform for students, faculty, and staff to post and promote events with push notifications related to areas of interest including cultural programs. 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.

2019 Update:

The Office of Inclusive Community Development partners with numerous units across campus to develop and highlight educational opportunities focused on equity. These efforts are compiled and shared with the campus community each semester in a calendar of events. There is also an online presence of these activities along with other information about engagement opportunities.

Mariatu Okonofua '19, a 2017-2018 executive intern produced some diversity and equity work that combined with work between Drs. Brooke Barnett and Leigh-Anne Royster led to the development of Phoenix Pathways. This project is intended to create a mapping of diversity and equity educational opportunities,

allowing students to more easily identify programs that match their development. The full launch of the project is expected by fall 2019.

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

2016 Update:

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 website material as well as social media.

2019 Update:

The CREDE website continues to be monitored and updates with relevant information. The CREDE has also enhanced its social media presence to communicate better with students about the various opportunities and offerings. A website refresh project is scheduled for summer 2019.

This work is reflective of a campus-wide effort by individuals and departments across all university divisions, and the implementation of the recommendations are facilitated by those colleagues closest to the work. Most of the recommendations are completed and will require ongoing attention and maintenance to improve the campus for Black students, faculty, and staff. Other recommendations have been responded to in ways that address the essence though perhaps not the letter of the statements. The remaining few recommendations indicate the ongoing work that lies ahead in creating the campus experience that we all desire.

Implementation and Assessment Team Members:

Rod Clare, Associate Professor of History, *co-chair*

Heidi Frontani (in memory), Professor of Geography, *co-chair*

Randy Williams, Associate Vice President for Campus Engagement, *co-chair*

Jamie Butler, former Assistant Director of CREDE

Durice White Galloway, former Assistant Director of Development

Tom Henricks, retired Professor of Sociology and Distinguished University Professor

Deirdre Lea, Human Resources Project Manager

Buffie Longmire-Avital, Associate Professor of Psychology

David Morrow, Special Advisor to the President and Assistant Chief of Staff

Patrick Murphy, Senior Associate Dean and Director of Financial Planning

Toddie Peters, Professor of Religious Studies

William Tarpley, student

Eric Townsend, Director of Communications for the Elon University School of Law