

Longwood University Student Affairs

2015-16 CAS Executive Summary and Action Plan

- I. **Summarize the Self-Assessment Process:** Identify the members of Self-Assessment Review Team and describe the process and timeline for the self-study.

Self-Assessment Review Team members

Consuelo Alvarez- Associate Professor of Biology and Chemistry/Faculty Athletic Representative
Andrea Martinez- Assistant Director of Fraternity and Sorority Life
Maya Ozery- Assistant Athletics Director for Academic and Leadership Development
Maureen Walls-McKay- Director of Counseling and Psychological Services
Karen Richardson- Student
Quincy Goodine- Student

Timeline for Self-Study

June 24, 2015- CAS preparation meeting with Onie McKenzie
June 29, 2015- CAS Study guide review
March 2, 2016- First CAS Review meeting with self-assessment review team members
March 22, 2016- CAS Review Team meeting
April 11, 2016- CAS Reports due
May 5, 2016- Final CAS Review Team meeting
June 30, 2016- CAS Summary and Action Plan submitted

- II. **Provide a narrative response to each Overview Question:** For each of the 12 overview areas, please provide a short summary response.

Part 1: Mission Overview Questions

- A. *What is the program¹ mission and when was it last revised?*
- Diversity and Inclusion collaborates to build an inclusive intercultural campus environment by providing transformative educational programs and activities for the Longwood Community to increase the understanding and valuing of diversity. We also provide social, educational, and leadership development opportunities for all students as well as advocacy and support for historically underrepresented students and groups.
 - The mission of CLSJE is to educating, empowering, and challenging students through educational programming, inclusive environments, and experiential learning opportunities in order to develop Citizen Leaders who champion the cause of social justice. Last revised August 2015.
- B. *How does the program mission support student learning, development, and success?*
- The mission supports student learning, development and success through the alignment of goals it has with the Longwood University mission, which focuses heavily on citizen leadership being the desired goal, along with education, values, and service being very important components.
- C. *In what ways does the program mission complement the mission of the institution?*
- The mission statement of ODI and CLSJE complements the university mission statement in addressing some of the same issues that the University mission statement addresses including:
 - Citizenship and Social Responsibility
 - Leadership
 - Intercultural Competency
- D. *How is the program mission made visible and to what extent is it used to guide practice?*

¹ Use of the term "program" can be interpreted in multiple ways based on context and can include multiple program areas and services depending on departmental structure

- a. The programs mission is made visible through the website and through the missions of individual programs facilitated and/overseen by the area.

Part 2: Program Overview Questions

- A. *Describe the primary elements/components of the program and how they reflect the program mission.*
 - a. The primary element of the program is to provide campus wide education through programs, trainings, and workshops. Through these programs, trainings, and workshops we are able to educate, empower, and challenge Longwood students as we assist them in their development of becoming socially conscious citizen leaders. It is through the intentional structure of our programs that we are able to encourage students to identify their many individual and group identities and reflect on the role that privilege plays a part in their understanding of being a citizen leader that champions the cause of social justice.
- B. *What are the program's most significant student learning and development outcomes?*
 - a. The program's most significant student learning and development outcomes are:
 - i. ODI Programs and services will inform and educate students on the variations of cultural and human differences as they exist, in turn, providing opportunities for students to develop into more socially-just and conscious citizen leaders.
 - ii. Students' ability to collaborate across cultural boundaries will be strengthened through involvement in transformative and experiential learning opportunities designed to impact students' knowledge, awareness, attitudes and skills when interacting with those who vary in beliefs and social identities.
 - iii. The academic and social development of students belonging to historically underrepresented social identities will be enhanced through involvement in leadership opportunities intentionally designed to meet their specific needs and interest.
- C. *What evidence exists to confirm that the program contributes to student learning, development, and success?*
 - a. The evidence that exists to confirm that the program contributes to student learning, development and success can be found in the infusion of goals and outcomes to ongoing programs. Additional evidence can be found through individual program assessments and WEAVE online reports.

Part 3: Organization and Leadership Overview Questions

- A. *To what extent and how are personnel responsibilities, expectations, and standards for communication clearly shared?*
 - a. The office has clear goals and is working to complete the policies and procedures manual as well as update the position descriptions to even more clearly identify the personnel responsibilities and expectations. The communication is solid and the staff advocate for students and inform the campus community. As the office continues to expand, the organizational structure will continue to grow and evolve as well.
- B. *Describe evidence found of effective leadership practices within the program area.*
 - a. Evidence found to support effective leadership practices within the program area include documentation of expectations, responsibilities, and standards, contracts, advertising within the campus and community, facilitation of workshop training sessions and collaborations, goal setting meetings, and meetings to review programs and processes. The professionals abide by the ACPA and NASPA standards and manage professional development, supervision, evaluation, recognition, and reward in accordance with University policies.
- C. *Describe the present opportunities and limitations as the staff seek to fulfill the program mission.*

- a. The key opportunity of the area is their ability to reach diverse groups of students and collaborating with various campus and community partners to provide learning opportunities to students, faculty and staff. The most significant limitations that prevent the staff from fulfilling the program mission is the lack of staff and resources to be as effective as they can and to do the very necessary training work in diversity and inclusion. Also, the location and organizational structure are woefully inadequate. The office space and resources need to be expanded in order to accomplish the mission and goals of the area.

Part 4: Human Resources Overview Questions

- A. *What are the pressing concerns related to staffing the program?*
 - a. In order to fully and thoroughly provide the programs, services, and resources to the Longwood community with regards to diversity and inclusion, our office needs a minimum of 2 additional staff members to focus on the LGBT+ community and gender programming. Many colleges and universities have separate centers dedicated to the LGBTQ+ community and women and gender programming, but due to a lack of funding there is not an opportunity to fund an entirely separate office. Due to the lack of staffing, one person is currently trying to provide programming of 3 staff members, which in turn negatively impacts the campus community due to limited human, time, and funding resources available.
- B. *In what ways are training and professional development, supervision, and evaluation of each staff member provided?*
 - a. Supervision and evaluation of each staff member is provided through the established guidelines, policies, and procedures established by Longwood University through the Human Resources Department. Training and professional development are areas that need to be addressed. More opportunities for professional development and trainings should be provided especially off-campus ones like the ones provided by professional associations.
- C. *To what degree does the staffing structure reflect the mission and needs of the program?*
 - a. The current staffing structure allows for the completion of the basic mission of the area: communicating with faculty, staff, community partners, and students, as well as to oversee/facilitate campus-wide and student-led programs.
- D. *In what ways are student workers, interns, and/or graduate students utilized?*
 - a. We currently have 3 student workers who assist with programming, assessment reports, and marketing. We lost additional funding for a graduate student that has negatively affected the programs and services that our office has been able to provide over the past 2 years. In previous years, we were able to assign a graduate student (who worked 20 hours a week), entire programs to oversee and run such as the Get on the Bus Graduate School Tours, the advising of the Student Diversity and Inclusion Council, the ODI Weekly Newsletter which was distributed campus wide to communicate the initiatives and programs coming from the office, maintain the ODI website, and more. Since funding was cut for this position, many of the programs have had to be cut back significantly or permanently cut from our calendar.

Part 5: Ethics Overview Questions

- A. *What ethical principles, standards, statements, or codes guide the program and its staff members?*
 - a. The program and its staff members are guided by the ethical principles, standards, and codes established by both ACPA and NASPA, the Student Affairs Division, and Longwood University.
- B. *What is the program's strategy for managing student and staff confidentiality and privacy issues?*

- a. The program's strategy for managing student and staff confidentiality and privacy issues is through contracts and agreements, and through the guidelines for privacy and confidentiality established by Longwood University.
- C. *Describe how any ethical dilemmas and decisions and/or conflicts of interest have been resolved.*
 - a. No documentation was provided to address this specifically, but the area referred to the ACPA/NASPA guidelines and information.

Part 6: Law, Policy, and Governance Overview Questions

- A. *What are the crucial legal issues faced by the program, and how are they addressed?*
 - a. The program did not identify any specific legal issues faced by the program besides those faced by the entire institution. These are addressed according to the ACPA/NASPA guidelines and the policies, procedures, and regulations of the University. When it comes to legal advice and policy, there is a need for a Chief Diversity Officer to help clarify any confusion or issues that may arise.
- B. *How are staff kept abreast of changing laws, regulations, and policies where non-compliance can result in legal risks and liabilities?*
 - a. Staff are provided with informational sessions and trainings through the Student Affairs division to keep abreast of changing laws, regulations, and policies where non-compliance can result in legal risks and liabilities, as well as through reviews like internal audit. They also have access to the campus attorney.

Part 7: Diversity, Equity and Access Overview Questions

- A. *How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?*
 - a. The program ensures non-discriminatory, fair, and equitable treatment of all constituents through its mission, expectations, and policies (5201, 5215, 5231). The area has a partnership with the Office of Disability Resources to ensure that individuals with disabilities have equal access and opportunities to participate in programming, engagement in self-assessment of programs and activities. They have established a Bias Incident Protocol and Bias Incident Team.
- B. *What policies and/or practices are in place to address imbalances in participation among selected categories of students and any lack of diverse perspectives among staff members?*
 - a. The program does its best to address any imbalances through the design of each program (bus trips, on-campus presentations, etc.), through goals and outcomes of programming, activities, and initiatives, as well as through direct feedback and communication. Also, the Office of Disability Resources conducted a physical site audit in September 2014 to assess the general building facilities and determined that they are in compliance with ADA standards for their office arrangements.
- C. *How are the multi-cultural competencies of student and professional staff developed?*
 - a. The multicultural competencies of the student and professional staff are developed through ACPA guidelines and learning tools, workshops and trainings, and professional development conferences.

Part 8: Internal and External Relations Overview Questions

- A. *With which relevant individuals, groups, campus offices, and external agencies must the program maintain critical partnerships?*
 - a. It is critical that the Office of Diversity and Inclusion maintain partnerships with various campus partners such as Residential and Commuter Life, the Office of Disability Resources, Student Activities, Fraternity and Sorority Life, Academic Affairs, Athletics, First Year Experience, Career Services, and many other campus wide offices. These

relationships are important because they are the ways in which we can touch students and student organizations who we may not otherwise have access to. We also have critical relationships with Hampden-Sydney College which whom we partner with throughout the year.

- B. *What evidence confirms effective relationships with both internal and external program constituents?*
 - a. Evidence to confirm the effectiveness of the relationships is the documentation of these partnerships over multiple years. In addition, there are program review forms and assessment data from individual programs.
- C. *In what ways do the leaders engage in collaboration with campus partners?*
 - a. We are able to engage in collaboration with Campus/Community partners through intentional and regularly scheduled meetings to ensure that the partnerships are mutually beneficial and to keep them informed and up to date and the progress and status of programs and initiatives.

Part 9: Financial Resources Overview Questions

- A. *What are the immediate concerns related to the procurement and disbursement of funds?*
 - a. One of the immediate concerns related to the budget is the lack of funding available for additional full time staff as well as graduate assistants to help with programmatic efforts. Another primary concern is the lack of significant funding to secure speakers in advance for some of the annual campus-wide programs such as the Social Justice in Action Leadership Summit and the annual MLK Celebration Week.
- B. *To what degree are outside sources of funding utilized?*
 - a. Outside funding sources are heavily utilized through our established partnerships with CAFÉ, Hampden-Sydney College, the President's Office, SGA, and more. Funding has also been applied for and received from the Parent's Council grant over the past couple of years.
- C. *What evidence exists to confirm fiscal responsibility, responsible stewardship, and cost-effectiveness?*
 - a. Evidence of fiscal responsibility and stewardship can be found on our annual budget that explicitly shows what amounts have been budgeted for the year, what was actually spent for each program, and when and where additional funding had been secured.

Part 10: Technology Overview Questions

- A. *What are the pressing concerns related to technology?*
 - a. There is a need to update several of the desktop computers in the office and document how technology is used in this area and to create some policies regarding student use of technology and technology access.
- B. *Describe any recent issues or concerns related to information confidentiality and security.*
 - a. There are no issues or concerns related to information confidentiality and security.
- C. *In what ways is technology used to enhance the marketing, quality, and delivery of programs and services?*
 - a. In 2015, Photoshop was purchased for the office to enhance the office's ability to create attractive and eye-catching posters, flyers, and designs. Technology has also been used through social media to expand our reach for marketing efforts in order to reach more students. The use of apps such as Guide Book have also been utilized to cut down on printing costs and to better serve our program participants.

Part 11: Facilities and Equipment Overview Questions

- A. *What are the immediate concerns related to facilities and equipment?*
 - a. One of the immediate concerns with our facilities is the location of the Associate Director of Diversity and Inclusions office and the NH Scott Lounge. The location of the lounge

makes it difficult for the AD of ODI to manage, oversee, interact and build relationships with the students who frequent the space. Due to the lounge being within a larger, general student union lounge space, there have also been a number of complaints by the culturally based student organizations who want to reserve that space who are met with hostility from students who think the space is an extension of the general student union lounge.

- B. *What evidence exists to confirm facilities and equipment access, as well as the health, safety, and security for all who are served by the program?*
- a. The area is located along the side hallway of the Lankford Student Union that is centralized and accessible to all students and staff members. It would be better if the area/office of CLSJE were all in the same space (suite) as opposed to down the length of a hallway will internal connecting doors.

Part 12: Assessment Overview Questions

- A. *Describe the program's current assessment practices.*
- a. Currently, all programs and trainings provided by the office are assessed through program evaluations, reflection and verbal feedback.
- B. *What evidence exists to ensure that the stated mission, program goals and objectives, and student learning and development outcomes are achieved?*
- a. Every program that we have for students have both learning objectives and learning outcomes that line up with mission statement and goals of CLSJE. That is how we ensure that programming is staying in line with the overall picture for our area.
- C. *In what ways have assessment and evaluation results been used to revise and improve the quality of programs and services?*
- a. Assessment and evaluation results have been used every year to reassess the effectiveness and quality of our programs and services. After every program a program review form is filled out to reflect on the parts of the program that went well, what the unexpected problems or concerns were, and to give suggestions for the following year. The program review form is then used the following year at the initial planning meeting/stage as a starting point with planning. In addition, the student evaluation summary reports are reviewed to pull out themes and suggestions to enhance the quality of the program and services.

III. Identify areas of Program Strength

- A. Given the SAG four-point rating scale of 0 to 3, a rating of 2.0 or higher indicates that an area "met" or "exceeded" the standard. Of the 12 component areas, summarize each with an overall collective rating of 2.0 or higher, highlighting any chosen significant accomplishments.

Part 5: Ethics

Overall Rating: 2.10

ODI uses established university and professional ethic standards for Student Affairs practitioners set by ACPA and NASPA to guide our work.

Part 6: Law, Policy, & Governance

Overall Rating: 2.00

The guidelines and policies that we follow in terms of law, policy, & governance are the policies of Longwood University.

Part 7: Diversity, Equity, & Access

Overall Rating: 2.20

The guidelines and policies that we follow in terms of diversity, equity and access are the policies of Longwood University. We also partner with different areas across the institution to ensure the diversity, equity and access for all faculty/staff and students.

Part 8: Internal & External Relations

Overall Rating: 2.28

The ODI website and brochures are the main means of communicating both internally and externally to our constituents. We also maintain communication through our various collaborative relationships with programs, trainings, workshops, and more.

Part 12: Assessment

Overall Rating: 2.00

ODI uses a variety of effective forms of assessment to acquire data needed on a regular basis.

IV. Note items with ratings of Does Not Apply (DNA), Insufficient Evidence/Unable to Rate (IE), and Significant Discrepancy

A. Summarize any items that were rated as “Does Not Apply (DNA)” because of a unique situation that precluded the expectation from applying to Longwood.

- i.** Item 4.6 Interns and Graduate Assistants received all DNA’s due to no current graduate assistant position offered in the office.
- ii.** Item 6.5 Governance received 3 “DNAs” out of 5 rankings due to a lack of external governance structures specific to diversity programming within student affairs (outside of ACPA or NASPA)

B. Summarize the items that were rated as “Lacking Evidence/Unable to Rate” because of insufficient evidence (IE).

- i.** Item number 2.6 received 2 IE ratings due to a lack of current programs that are being offered to assist with academic success. One of the academic success focused programs that was previously offered from the office was cut due to budget and human resources.
- ii.** Item 3.1 received one IE rating because the rater was unable to open the file.
- iii.** Item 3.2 received one IE rating because the rater was unable to open the file.
- iv.** Item 3.3 and 3.6 received one IE rating because the rater was unsure of the supervision practices that we have established within the office. Confusion about supervision is due to the fact that ODI is currently an office of one, so therefore there are no practices and policies in place.
- v.** Item 4.3 received one IE rating and the rater indicated that the office is inadequately staffed.
- vi.** Item 4.7 received one IE rating and the rater indicated that the office is inadequately staffed.
- vii.** Item 8.3 received one IE rating because the rater indicated that we had no procedures manual (however there is a procedures manual for ODI)

C. Summarize the items where significant discrepancy (more than two points) among the raters was observed.

- i.** Item 6.2 had a discrepancy of more than two points. One rater viewed our evidence as sufficient when it came to policies within the office, while two other raters that that we were lacking in evidence.

V. Write an Action Plan for areas needing Development:

Given the SAG four-point rating scale of 0 to 3, a rating of 1.9 or lower indicates that an area “did not meet” or “partially met” the standard. Of the 12 component areas, identify each with an overall collective rating of 1.9 or lower. Considering *importance, need, and achievability*, prioritize these measures and write an **Action Plan** for each specifying what needs to be done to address the

shortcomings. (Note: Additional initiatives can be suggested to enhance program quality and effectiveness that do not necessarily reflect lower ratings.)

For each Action Plan Recommendation:

- A. Identify resources (i.e., human, fiscal, physical) that are essential to program enhancement
- B. Set dates by which specific actions are to be completed
- C. Identify responsible parties to complete the action steps

Part 1: Mission

Overall Rating: 1.87

Action Plan: Annual Review of Mission statement for CLSJE

Resources: Department head, meeting space

Deadline: ongoing

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education, Director of Citizen Leadership and Social Justice Education

Action Plan: Share the Mission statement of CLSJE more broadly

Resources: printing services, website, flyers, campus announcements, funding for printed marketing materials

Deadline: Spring 2017

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education, Director of Citizen Leadership and Social Justice Education

Part 2: Program

Rating: 1.88

Action Plan: Explicitly tie programs to office mission, office goals, and CAS standards.

Resources: CAS standards, CLSJE mission and goals

Deadline: Spring 2017

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education

Action Plan: Write out proposal for additional staff member or graduate assistant

Resources: CAS self-study

Deadline: Spring 2017

Personnel Responsible: Associate Director of Diversity and Inclusion, Director of Citizen Leadership and Social Justice Education

Action Plan: Create program manuals for every event that addresses student learning. Will include students learning objectives, learning outcomes and assessment.

Resources: assessment tools

Deadline: Spring 2017

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education

Action Plan: Create a more ongoing, in-depth and regular assessment of programs and services

Resources: Annual surveys, website, Student Engagement Unit

Deadline: Spring 2017

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education

Part 3: Organization and Leadership Overview Questions

Overall Rating: 1.96

Action Plan: Update office goals, outcomes, policies and procedures manual. Ensure that specific policies with technology, budget, etc. are explicitly written out and included.

Resources: ODI policy and procedures manual

Deadline: Spring 2017

Personnel Responsible: Associate Director of Citizen Leadership and Social Justice Education

Part 4: Human Resources

Overall Rating: 1.67

Action Plan: Write out proposal for additional staff member or graduate assistant

Resources: CAS self-study

Deadline: Spring 2017

Personnel Responsible: Associate Director of Diversity and Inclusion, Director of Citizen Leadership and Social Justice Education

Part 9: Financial Resources

Overall Rating: 1.67

Action Plan: Identify and apply for grants to support programs.

Resources: Sponsored programs and resources

Deadline: Spring 2017

Personnel Responsible: Associate Director of Diversity and Inclusion

Action Plan: Create collaborative and strategic partnership with Alumni Relations to increase donations from underrepresented alumni.

Resources: Alumni relations

Deadline: Spring 2017

Personnel Responsible: Director of Citizen Leadership and Social Justice Education

Part 10: Technology

Overall Rating: 1.90

Action Plan: Create proposal to request additional computers for student workers.

Resources: CAS self-study

Deadline: Spring 2017

Personnel Responsible: Associate Director of Diversity and Inclusion

Part 11: Facilities and Equipment

Overall Rating: 0.50

Action Plan: Communicate spacing needs for the new Student Union building.

Resources: Susan Sullivan

Deadline: Spring 2017

Personnel Responsible: Associate Director of Diversity and Inclusion, Director of Citizen Leadership and Social Justice Education

VI. APPENDICES: Please attach a copy of the Collective Ratings as an appendix to this document.

* Language is taken from CAS 2015 Ninth Edition CAS Materials and revised for internal use at Longwood

Deadline for Submission:

June 30, 2016

University.