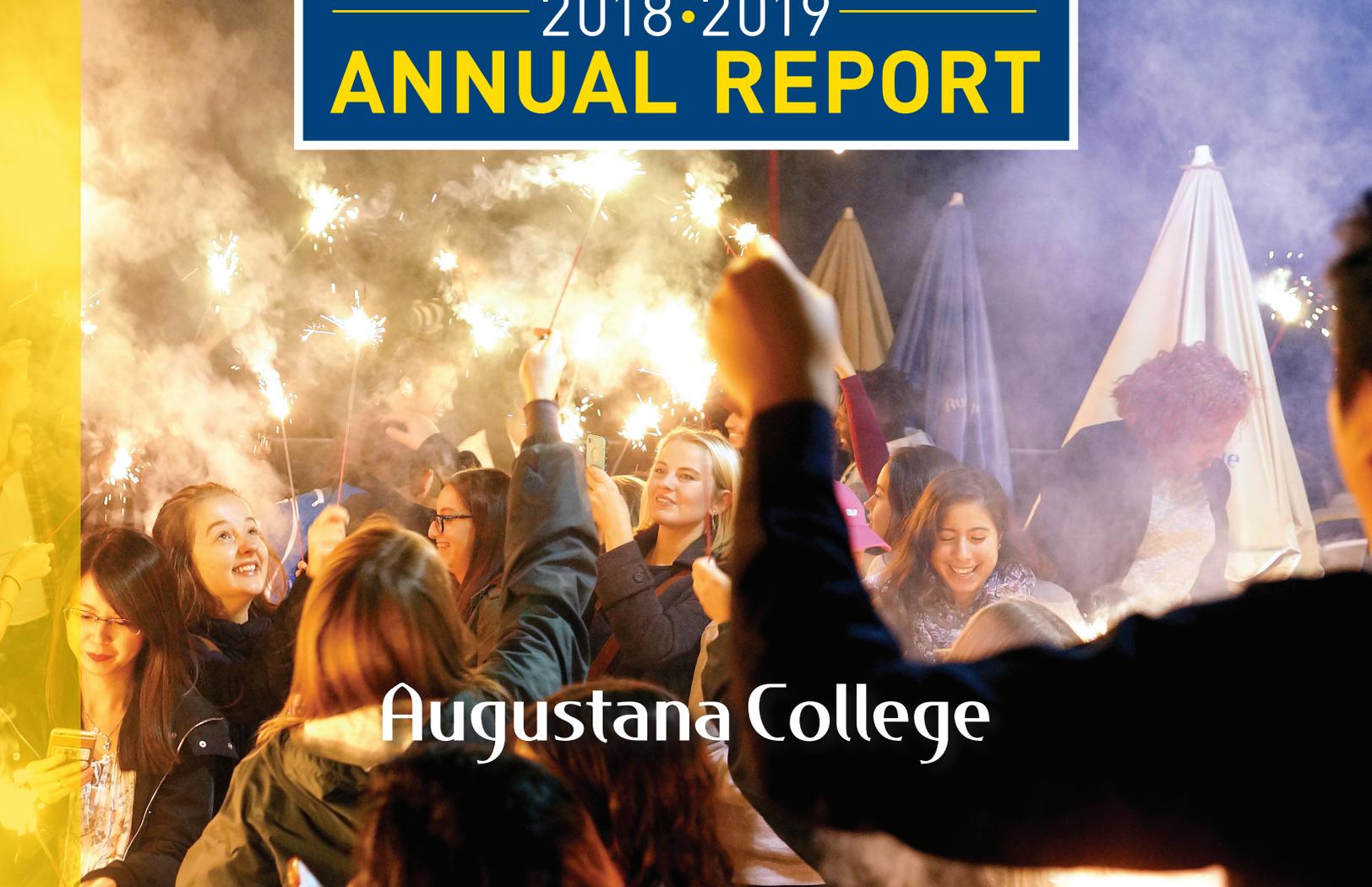




**DIVERSITY, EQUITY &
INCLUSION**
— 2018 • 2019 —
ANNUAL REPORT



Augustana College

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Letter from the President



Augustana has been on a journey. It began with the recognition that considerable distance lay between where we were and where we, as a community, needed to be. Then came a commitment, made to each other and to our shared future, that we would strive to make Augustana more closely resemble the nation our students are being called to lead. We made a commitment to diversity, equity and inclusion.

When I issued my Statement on Diversity and Inclusion in March of 2016, I noted that Augustana did not yet have an environment where all students feel this place is as much theirs as the next student's. If we think of Augustana as an ecosystem, then one part of our ecosystem is not as connected or supported, which is unhealthy for the whole. Such an environment cannot be sustained.

Throughout my own journey, I have been blessed and privileged to have had helping hands at nearly every juncture by people who could help me be successful. My father received an important helping hand to break the cycle of poverty in our family through the auspices of the GI Bill after World War II. I am certain that neither my family nor I would have had so many helping hands had we been members of an underrepresented group. I join many others at Augustana in being passionate about helping others have the privilege of enjoying a nurturing environment at Augustana.

When you set off on a journey, sometimes you don't know what you will need until the journey is underway. As one example, we have learned that we need to re-orient ourselves toward a much more dynamic and vastly broader understanding of inclusion. To be open to the possibility of being shaped and enriched by any and every member of our community, each equipped with the tools to succeed individually and in the building up of a stronger Augustana — this is what our journey toward diversity, equity and inclusion is all about.

In the pages that follow, you will find a glimpse of the path ahead. I look forward to continuing this journey with you.

A handwritten signature in black ink that reads "Steven C. Bahls". The signature is written in a cursive, flowing style.

Steven C. Bahls
President

Letter from the Vice President for Diversity, Equity and Inclusion



Greetings from the Office for Diversity, Equity and Inclusion. I am pleased to share with you Augustana College's Diversity, Equity and Inclusion Report for academic year 2018-2019. This is the first Diversity, Equity and Inclusion Report for Augustana. The Office of the Vice President for Diversity, Equity and Inclusion was established March 2018. The office is committed to strengthening diversity, equity and inclusion across campus and creating pathways that advance these goals. To that end, I have worked with partners across campus to establish practices that embrace diversity and promote equity and inclusion.

Academic Year 2018-2019 Highlights

- Renamed Multicultural Student Life to Office of Student Inclusion and Diversity (OSID) and International Student Life to Office of International Student and Scholar Services (OISSS)
- Promoted Michael Rogers '12 to director of OSID
- Hired additional staff:
 - Bettinna Bolger, executive assistant to the vice president for diversity, equity and inclusion
 - Ashley Allen, assistant director OSID
 - Xong Sony Yang, director OISSS
 - Letiticia Martinez, administrative assistant OSID
 - Juanita Trevino-Perez, international student advisor
 - Juliane Fricke was named communication and marketing liaison to DEI offices.
- Celebrated the 50th anniversary of the Black Student Union
- Received Commitment to Diversity Award from Minority Access, Inc.
- Received recognition from Southern Regional Education Board Institute on Teaching and Mentoring sponsored by The Compact for Faculty Diversity
- Developed the Diversity, Equity and Inclusion Strategic Plan

The format of this report aligns with the Diversity, Equity and Inclusion Strategic Plan, which was developed from Augustana 2020, the college's strategic plan. I hope you are inspired by our progress and encouraged to join with us in accomplishing the college's strategic goals.

Onward Together,

A handwritten signature in black ink that reads "Monica M. Smith". The signature is fluid and cursive.

Monica M. Smith, DSW
Vice President, Diversity, Equity and Inclusion

OFFICE FOR DIVERSITY, EQUITY AND INCLUSION

The Office for Diversity, Equity and Inclusion provides leadership for the college's initiatives to enhance the intercultural competence of all students and employees.

MISSION

The Office for Diversity, Equity and Inclusion is committed to strengthening diversity, equity and inclusion across campus and creating pathways that advance the college's diversity at all levels. The office provides leadership for the college's initiatives to enhance the intercultural competence of all students and employees.

To fulfill this mission, the office offers trainings, professional development workshops and other educational sessions to help participants understand diversity, teach skills to effectively handle conflicts, leverage the power of an inclusive environment and uphold Augustana's Community Principles as well as its Five Faith Commitments.

VISION

This commitment to diversity, equity and inclusion will be demonstrated by:

- A campus community that reflects the diversity in the world
- Attentiveness to equitable practices
- A learning environment that emphasizes diverse experiences and perspectives
- A similar sense of belonging for all students and employees

MEET MY TEAM



Michael Rogers '12
Director, Office of Student Inclusion and Diversity



Ashley Allen
Assistant Director, Office of Student Inclusion and Diversity



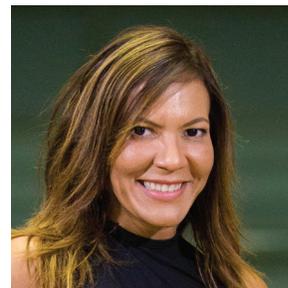
Xong Sony Yang
Director, Office of International Student and Scholar Services



Juanita Trevino-Perez
International Student Advisor



Leticia Martinez
Administrative Assistant, Office of Student Inclusion and Diversity



Bettinna Bolger
Executive Assistant, Office of the Vice President for Diversity, Equity and Inclusion

Dr. Monica M. Smith, vice president for diversity, equity and inclusion, is a senior officer of the college. She works closely with President Steve Bahls, the President's Cabinet, employees and students to shape a campus community that embraces the rich diversity that exists and promotes inclusive and equitable practices. Ensuring that diversity, equity and inclusion-related initiatives are infused into Augustana's daily operating functions is integral to the vice president's role.

There are two student-centered offices under the umbrella of Diversity, Equity and Inclusion: **Student Inclusion and Diversity (OSID)** and **International Student and Scholar Services (OISSS)**. These offices seek to empower underrepresented Augustana student populations through holistic development.

OSID is one of the primary points of contact for many students of color. The office offers programming and networking opportunities to strengthen student engagement with one another and across campus. Michael Rogers '12 is the director. Ashley Allen, assistant director, partners with Michael to provide individual mentoring, in addition to academic and co-curricular guidance to most students of color, many of whom become leaders on campus.

OISSS supports and facilitates the transition of international students to Augustana and ensures they are provided with the social and cultural support they need to succeed. International students who are seeking a degree and exchange students who are at the college for a year benefit from OISSS programming. Xong Sony Yang is the director. She works closely with Juanita Trevino-Perez, international student advisor, who provides non-immigrant visa support and other support services.

Each office addresses important student life issues aimed at elevating the strength of Augustana's increasing diversity. The staff works with colleagues across campus to achieve the goals outlined in the Diversity, Equity and Inclusion Strategic Plan:

- **Campus Climate:** Ensure that Augustana College is a welcoming community committed to cherishing diversity and promoting inclusion and fairness.
- **Recruitment and Retention:** Ensure that Augustana College is a community that reflects the diversity of the region and the world.
- **Education and Scholarship:** Build a community that fosters learning, research, scholarship and co-curricular activities that reflect global diversity, inclusion and social justice.
- **Institutional Support/Infrastructure:** Strengthen institutional infrastructure and systems to support diversity, equity and inclusion efforts.
- **Community Engagement:** Exercise leadership with the Quad-Cities community as it endeavors to promote diversity, advance inclusion and be welcoming to all.

CAMPUS CLIMATE

Campus climate: "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential."

Rankin and Associates Consulting

The theme for academic year 2018-2019 was Inclusive Augustana. As the student body and staff have become more diverse, Augustana's identity as a Swedish Lutheran college is evolving. The college is more religiously, racially, ethnically and culturally diverse than any time in its history. U.S. Census Bureau data projects this diversity will continue, along with other major demographic changes such as aging, sex and gender. The Augustana campus is a microcosm of society. Diversity will happen. Inclusion is the choice the college has made. In doing so, the emphasis is on engaging the whole person, recognizing differing perspectives and experiences and

offering opportunities to learn and engage with diverse persons and diverse topics.

Infusing inclusive practices in all the college does helps shift the narrative. Acknowledging and celebrating diversity and creating opportunities to engage in dialogues about difference with attention to life experience and identity is central to shaping campus climate.

From the onset of their connection to Augustana College, students and employees are aware that diversity and inclusion are central tenets of the campus community. Conversations about diversity and inclusion are embedded into orientation programs. The vice president for diversity, equity and inclusion participates in parent and student orientation and the New Employee Gathering to define the role of the office, discuss Augustana's commitments and encourage everyone to engage and contribute to inclusive efforts at the college.

STUDENTS

The goal of **International Student Orientation (ISO)** is to support and facilitate the transition of international students to the Augustana community. Orientation provides a four-day "head start" on the academic year for international students so that they can acclimate to the United States, Augustana and the Quad Cities. There are many off-campus excursions, including to larger metropolitan areas like Chicago, which provides opportunities for students to appreciate the location of the college and explore parts of the United States they have not previously visited. Important to the orientation experience are conversations about U.S. social systems. In academic year 2018-2019, 116 international students from 22 countries began their journey at Augustana. Global Ambassadors are students who work closely with OISS to support incoming international students. They are mentors to new international students, and they aid in the transition process, first meeting students at the airport and transporting them to campus. They develop a mentoring relationship with students throughout the first year and often continue the friendship throughout their Augustana stay. Most Global Ambassadors are international students or have lived or studied abroad in multiple countries.

The PACE Multicultural Student Orientation is a program for first-year students from historically underrepresented backgrounds. The acronym PACE stands for Preparation, Awareness, Community and Engagement. This acronym is reflective of the goals and learning outcomes of the program. The four-day orientation prepares students for their transition into higher education, helps to increase awareness of their own identities and others, builds a supportive community and encourages engagement in every facet of their Augustana experience. In 2015, the program consisted of approximately 40 students; by fall 2018, this number increased to 73 participants. PACE participants are encouraged to continue meeting with OSID staff student leaders for mentoring throughout the first year. Many students who develop these relationships continue these relationships beyond the first year. Often, PACE participants become PACE mentors for future first-year students. They are also leaders in other areas on campus.

Welcome Week is a four-day introduction to Augustana for all students. The "You Matter at Augustana" presentation features a group of students from varied backgrounds and marginalized identities sharing personal stories about how they came to call Augustana home. The presentation embraces Augustana's second Community Principle—Openness and Respect.

The offices of Student Inclusion and Diversity and Residential Life host a yearly **Conversation Series**. Topics have included "Myth of the Model Minority," "Impacts of Environmental Racism on Indigenous Populations" and "The Erasure of Black History and Identity in Public Schools."

Augustana's OISSS hosts **International Street Fest**. The annual event is designed to celebrate the diversity of cultural backgrounds in the Augustana community and educate the campus about issues facing the college's international students. The **Diwali celebration** is the Hindu festival celebrated each autumn. The event features Indian cuisine, application of henna, rangoli and a dance performance. Augustana's annual **International Dinner** at The Gerber Center was created to give students a taste of foods from around the world. This has grown into an annual campus-wide sensation open to any student with a meal plan.

Student organizations fill an important role in promoting diversity and inclusion, including challenging conversations in Sustained Dialogue; the rich expression of African music, food and culture at Afrofest; or Greek life. According to the Office of Student Life, half of Augustana's Greek chapters have a diversity chair position to encourage participation in multicultural activities. These and other student organizations provide a plethora of opportunities that impact campus climate. The Multicultural Programming Board (MPB) continues to engage the campus in culturally diverse experiences by hosting a variety of social and educational events, including lectures and films.

MULTICULTURAL MENTORSHIP PROGRAM

PACE

PACE

MULTICULTURAL MENTORSHIP PROGRAM

LYDIA LARA '19

Being a part of PACE was necessary in my intellectual development and personal growth as a woman of color and first-generation student. I have and will constantly carry the ties that I made in the Office of Student Inclusion and Diversity because it introduced me to beautiful relationships and support I otherwise would have never had. I support all incoming first-years to take the extra steps during their journey into higher education if they have that opportunity.



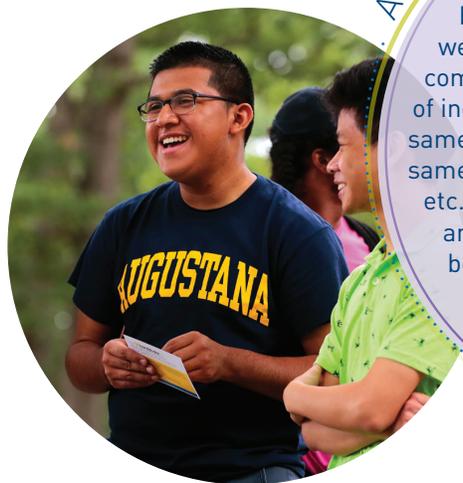
VICENTE SERRANO '21

In all honesty, PACE was the foundation of a successful freshman year for me. It allowed me to make long-lasting friendships, create exciting memories and expand my knowledge on a variety of cultures. I am super grateful for this amazing orientation, and I hope that each prospective student considers participating because it is an awesome and fun way to start your college experience.

CLEMENT MARTIN, FATHER OF CLEMENTE MARTIN '20

I am grateful for the opportunity my son had to participate in PACE. I felt it was an excellent way for him to transition into life on a college campus that allowed him to meet new people and make friends, learn about all the resources available to support students and become acquainted with the school campus. This was all done in a very supportive and welcoming environment. I would recommend it to other families and students.





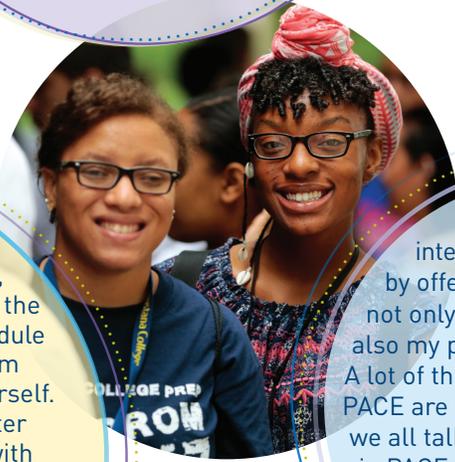
ALYSSA BARRANTES '19

PACE impacted my Augustana experience by bringing me into a welcoming community.... It was comforting to have a small group of individuals who were mainly in the same boat (i.e., first gens, people from same or similar ethnic backgrounds, etc.), get a first glance at the college and learn about people's experiences before the school was swarmed with Welcome Week activities.



HOLLY CAMPBELL, MOTHER OF MAYA SMITH '20

Dropping your child off to college for the first time is a tear-jerking event, at least it was for me. And making the decision to send them ahead of schedule to participate in an unfamiliar program is a tough sell to your child and to yourself. However, I felt it would help my daughter adjust and possibly meet new people with similar backgrounds. New friends were quickly made and by the time school officially started, she had attracted a group of people she could laugh, joke and more importantly, connect with. She was very grateful for the experience, and I am too!



JOSH BUSH '20

PACE helped me integrate into college life by offering a success network, not only with my mentors but also my peers that were in PACE. A lot of the students that were in PACE are still my friends now, and we all talk about our great times in PACE and how we all want to be a part of it again in order to help new students feel the same way.



Professional development is one of the principal methods used to shape campus climate within the workforce. The **New Employee Gathering**, Augustana's orientation process, introduces new employees to the college. Inclusive Augustana: Recognizing, Embracing and Engaging Our Differences orients new employees to terminology, college commitments and expectations related to diversity, equity and inclusion. Diversity and inclusion were topics at the annual All-Campus Meeting. The Faculty Retreat in August 2018 focused on Universal Design for Learning (UDL), "a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know." (understood.org)

ALL CAMPUS

The Office of Academic Affairs plans and coordinates **Symposium days** every year. These alternative days of learning consistently include programming, workshops and content aimed at fostering a more diverse and inclusive campus community. Fall Symposium Day provides salient diversity, inclusion and justice-related topics. In 2018, three dynamic featured presentations anchored the day. Leonard Pitts Jr., author and Pulitzer Prize-winning journalist, gave a lecture titled "I Question America." The lecture examined the experiences of ethnic minorities in America exposing estrangement from American ideals. Juquin Hamilton and the Youngbird Dance Troupe, members of the Sac and Fox nations that were forcibly removed from what is now known as Rock Island, performed and educated the audience about the history and culture of these two nations. Simone Roby, an Augustana graduate, shared her journey of gaining self-awareness and liberation from the myth of black intellectual inferiority in a talk titled "'Don't Let School Get in the Way of Your Learnin': Experiences of a Rising Black-ademic in Predominantly White Institutions." An additional highlight to the day was a session titled "Why My People." Using cases drawn from national media, two students joined by a professor and the director of OSID discussed police brutality and examined the relationship between the police force and communities of color.

The social justice-themed Winter Symposium Day focused on privilege. Presentation topics spanned the gamut from criminal justice reform to Islamophobia, navigating academia as an immigrant and conservative views on social justice. The theme intentionally connected to the **Martin Luther King Jr.** holiday. On Jan. 21, Dr. King's birthday, Dr. Monica M. Smith, vice president of diversity, equity and inclusion, gave a keynote address on campus, "Where Do We Go From Here?" on the legacy of Dr. King. To encourage participation of all community members, classes ended early on Martin Luther King Jr. Day.

Alumni and friends were invited to celebrate the **50th anniversary of the Black Student Union** during Homecoming 2018. The inaugural Diversity, Equity and Inclusion Award was conveyed upon founding members of the Black Student Union.

Signage was created to identify the college's 14 all-gender restrooms. The campus map was updated to include the visual and descriptive locations of these restrooms.

Augustana's efforts to create an inclusive campus community was recognized by Minority Access, Incorporated at the National Role Models Conference. Augustana was named an Institution Committed to Diversity. The Southern Regional Education Board Institute for Teaching and Mentoring recognized Augustana's decade of participation in the minority recruitment events.

Each conversation and every celebration has a purpose—to create a welcoming community committed to cherishing diversity and promoting inclusion and fairness.

RECRUITMENT AND RETENTION

Recruiting and retaining a diverse student body and workforce are salient components to the Diversity, Equity and Inclusion Strategic Plan. The U.S. Census Bureau and leading sources signal demographic shifts as a reason for colleges to recruit and retain diverse students and employees. Equally important, or perhaps more importantly, the benefits of a diverse campus are lauded among top higher education research and reporting organizations.

In its Board Diversity Statement from June 2012, the American Council on Education (ACE) posits at least four reasons why diversity on college campuses is important: Diversity enriches the educational experience by exposing varying experiences, beliefs and perspectives; promotes personal growth and a healthy society by challenging stereotypes; strengthens communities and the workplace through fostering “mutual respect and teamwork,” which leads to communities whose members focus on one another’s contributions and character. Finally, according to ACE, diversity enhances America’s economic competitiveness. Making effective use of all the talents and abilities inherent in a diverse workforce will sustain our nation’s prosperity in the 21st century.

STUDENT RECRUITMENT AND RETENTION

The Office of Admissions has a broad-based recruitment strategy. While the office is collectively responsible for recruitment and enrollment of all students, some staff work more closely with diverse populations and inclusive strategies. Christian Brown joined Augustana in June 2018. She is the assistant director of Admissions, Chicago Region, along with Courtney Wallace. Eric Rowell is the assistant director of admissions and diversity outreach. Liz Nino, director of international recruitment, travels extensively to recruit students. One hundred sixteen international students joined Augustana in the fall of 2018. The current population of international students at Augustana represents 44 countries. Jennifer Darby '18, a full-time bilingual admissions counselor, communicates with families who prefer to speak Spanish. Jennifer and Liz translate admissions materials into Spanish. Additionally, the Office of Communications and Marketing has produced an admissions brochure that highlights DEI efforts on campus.

Of particular note for academic year 2018-2019 was the decision to increase the number of **Spanish-language orientation** sessions for families. The Spanish-language orientation sessions ran simultaneously with the English-language session. Both English and Spanish primary language speakers came together for some joint sessions. In some instances, families who preferred communicating in Spanish were paired with a translator who assisted during the English-language sessions. A group of faculty volunteered to translate orientation materials into Spanish and facilitated those sessions. The Office for Diversity, Equity and Inclusion and the Dean of Students are grateful for those faculty and staff who contributed to this effort: Bettinna Bolger, Ana Borderia Garcia, Jeffrey Renaud, Liz Nino, Jennifer Heacock-Renaud, Jennifer Darby and Megan Harvard-Rockwell.

Augustana College is proud to be able to offer students generous **financial assistance** to supplement external funding. Additional aid increases the potential for more underrepresented students to attend Augustana and is an additional component to our retention efforts.

The Office of Admissions has begun to offer a “campus visit” scholarship to candidates who have been offered admission, visit campus and subsequently enroll. This scholarship helps to cover the financial gap that exists for many underrepresented families after all other aid is applied.

Filling the MAP gap was established in 2016 to fill unmet funding for students who normally would benefit from state funding for the Illinois Monetary Award Program (MAP). Augustana shifted fundraising emphases to secure resources for student scholarships. Augustana students continue to benefit with additional aid.

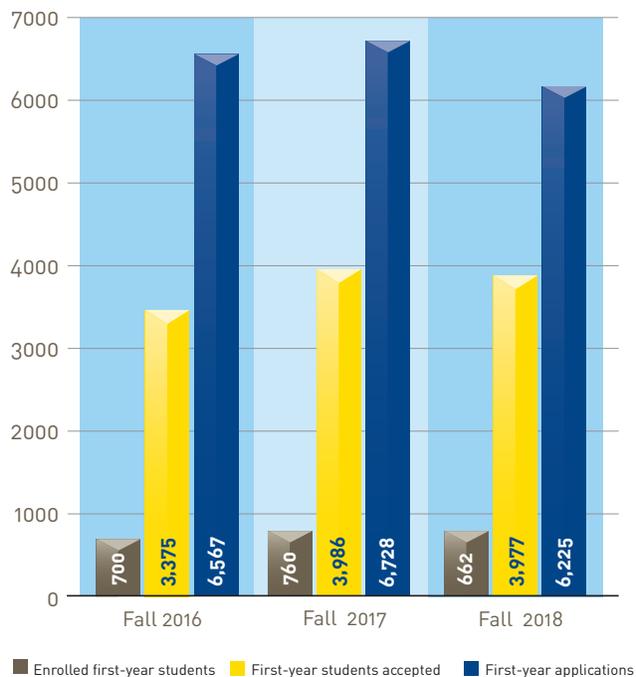
The college offers the Cultural Diversity Award (\$1,000-\$5,000 annually) as a financial aid award to students from diverse backgrounds who have demonstrated a commitment to diversity while in high school and who is expected to contribute to the campus community.

Here is a snapshot of the first-year class (Class of 2022) that arrived on campus in the fall of 2018:

The Augustana Class of 2022

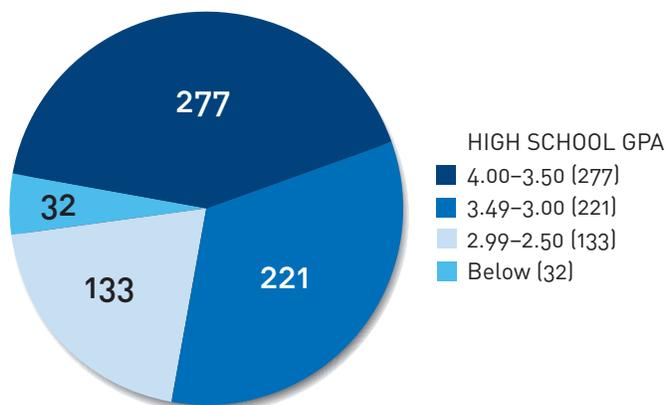
A profile of the incoming class goes beyond numbers. These students are smart and creative, and they care about their communities. They're ready for the Augustana education that will challenge them further and prepare them for many kinds of success throughout their lives.

2018-19 TOTAL ENROLLMENT: approximately 2,600



HIGH SCHOOL GPA

(recalculated for academic courses only)



NUMBER OF HIGH SCHOOLS REPRESENTED: 296

TEST OPTIONAL

Total test-optional applicants: **281**
 (4.5% of total first-year applicants)
 Total admitted: **117**
 Total deposited: **54**

STANDARDIZED TESTING

ACT: middle 50% of students score between a 23 and 29.
 SAT: middle 50% of students score between 1130 and 1350.*
 *SAT range calculated based on a concordance table.

FINANCIAL AID

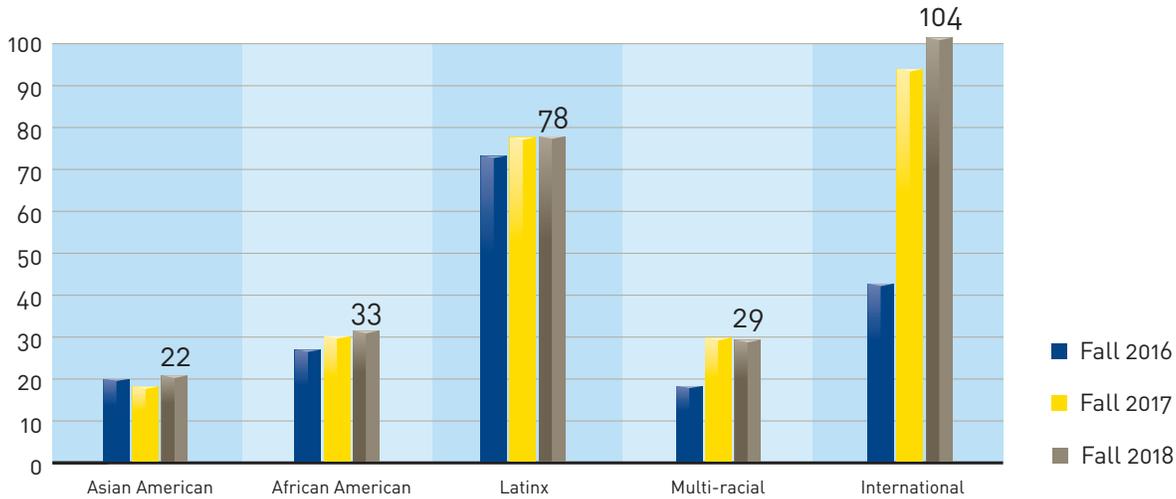
Average cost after scholarships and other gift aid from all sources: **\$22,152**
 Federal Pell Grant Recipients: **22%** (147)
 Presidential Scholarship Recipients: **23%** (128)
 Dean's Scholarship Recipients: **31%** (172)
 Founders Scholarship Recipients: **31%** (171)

FIRST-GENERATION COLLEGE STUDENTS: 173

RELIGIOUS PREFERENCES

Baptist	13
Catholic	151
Church of Christ	9
Jewish	1
Lutheran (ELCA and other)	68
Methodist	22
Muslim	14
Presbyterian	14
Other	89
No religious preference	84
No response/unknown	158

DIVERSITY PROFILE

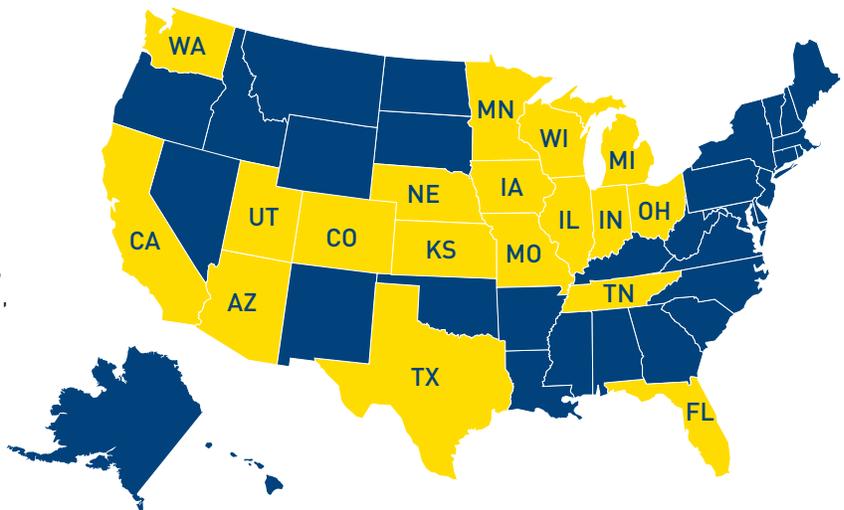


GEOGRAPHIC PROFILE

Number of states represented: **18**

Number of countries or entities represented (by citizenship): **26**

Bangladesh, Brazil, China, Congo (Kinshasa), Costa Rica, Ecuador, El Salvador, Ethiopia, France, Ghana, Honduras, India, Japan, Liberia, Mongolia, Morocco, Myanmar, Nepal, Netherlands, Nigeria, Pakistan, South Africa, South Korea, Vietnam, Zambia, Zimbabwe



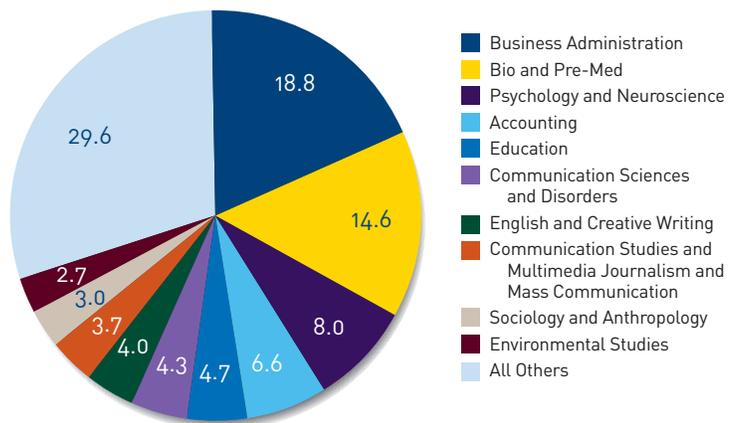
Summary of Class of 2018 (students who graduated in the 2017-18 academic year)

585

TOTAL GRADUATES

- 165 had one major and one or more minors
- 165 had two majors
- 83 had two majors and one minor
- 9 had two majors and two or more minors
- 24 had three majors

DEGREES AWARDED CLASS OF 2018 (%)



PACE Multicultural Mentorship Program – The Office of Student Inclusion and Diversity traditionally has held an orientation program for historically underrepresented students. During the past 12 months, this program has been completely re-envisioned with a new name and identity. Topics, events and workshops are more centered around identity development in the context of underrepresented students entering a predominately White institution. The program also has a new focus on leadership development equipping students with the skills to successfully navigate their Augustana experience. For example, students attend a workshop that informs them about all employment and leadership opportunities on campus. Staff from various offices give students tips on the application process and experiences they should have to apply and interview successfully. This workshop is critical as Augustana has noted that students of color are vastly underrepresented in leadership positions on campus. **Student Leadership in Inclusion, Diversity and Equity (SLIDE)** continues to develop leadership skills that can be used to shape the student experience at Augustana.

The addition of an **international student advisor**, Juanita Trevino-Perez, to the Office for International Student and Scholar Services, is an important retention effort. The advisor serves as a Designated School Official (DSO) and works collaboratively with others to ensure the needs of international and exchange students are met on a timely basis. She is the primary SEVIS compliance liaison for the college, managing the SEVIS database and processing non-immigration documents. Juanita's work to ensure that students maintain lawful immigration status strengthens retention of international students.

The director of the OSID partnered with Dr. Lauren Hammond, assistant professor of history and Africana studies, to create the Black Faculty and Staff Advisory Council. This organization strengthens retention efforts for underrepresented students by intentionally connecting employees with underrepresented students and developing mentoring and informal advising relationships.

FACULTY AND STAFF RECRUITMENT AND RETENTION

In 2018, Augustana College made several changes to employee recruitment and retention strategies that have yielded results. The **Office of Academic Affairs** expanded its employee recruitment strategies to include advertising to professional and academic discipline specific affinity groups. The shift resulted in larger and more diverse candidate pools, thereby increasing the opportunity to achieve strategic recruitment goals. Augustana continues to utilize the Southern Regional Conference Board Institute for Teaching and Mentoring Conference in its recruitment efforts. The Diversity Fellows Program continues to be a successful recruitment tool for early career academicians. Diversity Fellows have contributed to student learning in the humanities, social sciences, and for the academic year 2019-2020, chemistry, one of the natural sciences.

The college's **Human Resources** web page includes information about affinity/employee resource groups. Augustana's Equal Employment Opportunity statement is included on every job posting. All postings listed on the Human Resources web page includes a link to the DEI web page and strategic plan.

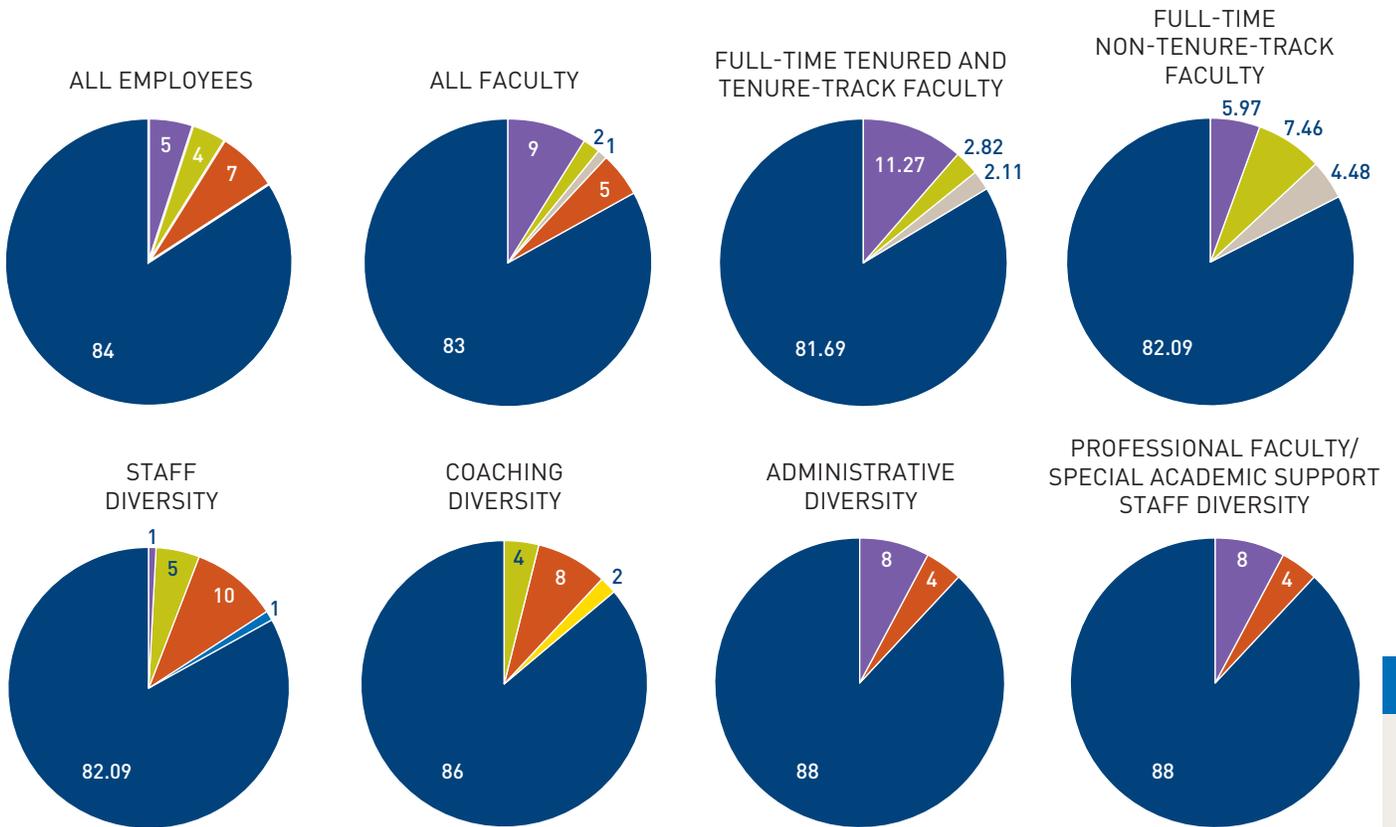
The use of **equity guides** in the search process was a new initiative in the academic year 2018-2019. Equity guides are Augustana's "conscience" for diversity, equity and inclusion. An equity guide's primary responsibility is to make sure that issues of diversity, equity and inclusion are factored into Augustana's recruitment and retention strategies (including professional growth plans) as outlined in the Augustana 2020 strategic plan. An equity guide is appointed, as a member, to search committees. Equity guides participate in diversity training for hiring search committees before participating on a hiring/search committee, are knowledgeable of hiring guidelines for faculty and staff and ultimately ensure diversity, equity and inclusion are infused into the search/hire process.

In spring 2018, the **Black Faculty and Staff Advisory Council** was created. This group of faculty and staff members met to create a mission statement and design a program to establish and strengthen connections among the Black employees at Augustana. These employees met during the academic year to get acquainted, networked over the course of the spring semester to get to know one another and to continue to plan the purpose and frame the group's goals. One goal of the coalition is to strengthen connections among Black faculty and staff on campus in an effort to provide holistic and substantive support to Black and African students. The vice president of diversity, equity and inclusion supports the group's efforts and is a member. Additionally, this group supports underrepresented students at the college.

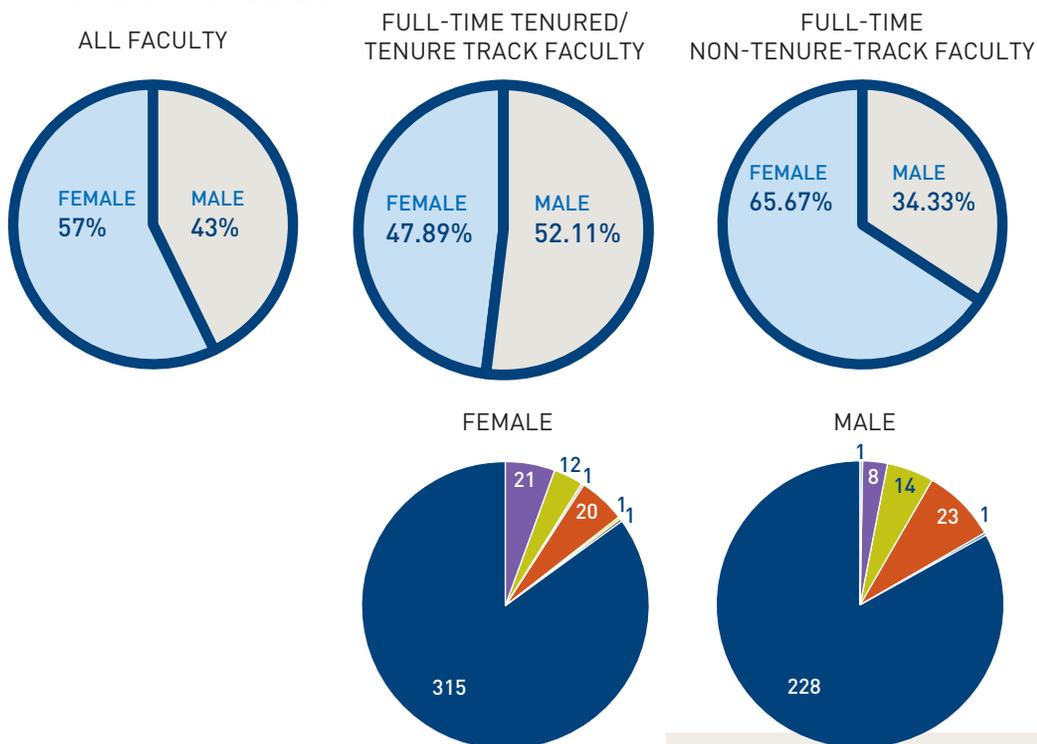
These efforts along with many programs highlighted in "Campus Climate" support retention of students and employees.

FACULTY AND STAFF DIVERSITY BY RACE/ETHNICITY

- American/Alaska Native
- Black or African-American
- Hispanic/Latino
- Two or more races
- Asian
- Chose not to identify
- Hawaiian/Pacific Islander
- White



DIVERSITY BY GENDER



EDUCATION AND SCHOLARSHIP

The college's transition to semesters gave faculty the opportunity to review standards and expectations for the diversity and global awareness courses in our general education curriculum. Diversity and global awareness are among the most significant social issues today, and yet the criteria for these courses at Augustana had not changed for some time. These discussions at Augustana are not new. When Augustana adopted its college-wide learning outcomes a few years ago, the General Education Committee saw the need to more closely align existing diversity and global awareness courses to the intercultural competency learning outcome. We recognize the U.S. cultural landscape has changed, and students need better awareness of social dynamics—including privilege and power—as well as the skills to engage across cultures to make a difference in society.

The **Curriculum Transformation Task Force** was created in the academic year 2018-2019. The charge for the task force came from the fourth strategic direction of Augustana 2020, specifically “to develop curricula and programming that reflect a more diverse student body.” In doing so, the college will provide opportunities to dialogue about race, ethnicity, nationality, U.S. and global cultures, and various aspects of diversity, equity and social justice. The vice president for diversity, equity and inclusion is working with a core group of faculty to ensure the diversity requirements are substantive, in that the course content and learning opportunities will challenge and expand students' worldviews. The Association of American Colleges and Universities standards for intercultural knowledge and competence, value rubrics and high impact practices were used to update the standards and expectations. The revisions have been made to the diversity requirement and shared with faculty committees. The next phase is moving toward some full faculty review of the changes.

Faculty who worked on the diversity suffix course standards are: Alex Cohen, political science; Robert Wengronowitz, soc/anth/sw; John Pfautz, music; Kimberly La Palm, Scandinavian studies (WLLC); Dawn Farmer, music; Imran Farooqi, business administration; Xiaowen Zhang, political science; Kiki Kosnick, French (WLLC); David Schwartz, multimedia journalism and mass communication.

As part of our ongoing effort to provide resources to the entire Augustana community, inclusive of staff, faculty and students across the campus, the Office for Diversity, Equity and Inclusion created the **Diversity Toolkit**, a multimedia collection of resources about diversity, inclusion and belonging. This list of books, articles, videos and websites helps higher education professionals remain current on innovative strategies, and ways of knowing, to enhance equity and high performance within the educational and work environments of Augustana.

Broadening the participation of underrepresented students in research, career development and internship opportunities is an important goal to prepare students for life beyond college. CORE, with some support from DEI, was the primary sponsor of 11 students' participation in **PLEN conferences**. Eight of those students identified as students of color along with one student from Nicaragua. The Public Leadership Education Network (PLEN) is a national organization with the sole focus of preparing college women for leadership in the public policy arena.

INSTITUTIONAL SUPPORT/INFRASTRUCTURE

Progress toward this strategic pillar began with **increasing staff support** to the VPDEI and to OISSS. Bettinna Bolger joined the Office for the Vice President for Diversity, Equity and Inclusion full-time as the executive assistant. Juanita Trevino-Perez transferred from the Dean of Students Office to fill the newly created role of international student advisor in OISSS.

Grants and gifts to the college were targeted to diversity and inclusion efforts. A **\$15,000 grant** from John Deere was awarded and directed to the PACE and SLIDE programs. SLIDE is a student leadership initiative that aims to unify students who are passionate about diversity, inclusion and equity. The program provides co-curricular workshops and pre-professional development series aimed at increasing students' leadership skills, understanding of justice and other topics. Enhanced knowledge and skill development in these areas increase students' ability to effectively engage and work with diverse populations. The gifts received will help to provide stipends for PACE mentors, support strengths assessments, fund guest speakers, and support student attendance at conferences and other off-campus learning opportunities.

AUGUSTANA NOW, the college's ongoing \$125 fundraising campaign, will create opportunities for immediate and long-term funding for four strategic initiatives:

- **increase** access by improving affordability and value;
- **embrace diversity and inclusion**, for a more welcoming environment that prepares graduates for our diverse and changing world;
- **facilitate** transformative learning through integrative co-curricular experiences;
- **prepare** students for lives of service and distinguished career and graduate school successes.

The strategic plan states that "Augustana College must be a welcoming community—open, responsive, and respectful of a diversity of ideas and experiences—whose graduates know the value and joy of working, learning and living in a diverse, equitable and inclusive environment.

AUGUSTANA NOW will further build and develop a culture of support for all students, regardless of background, who seek to make a difference in their lives and in the world.

Generosity will assure Augustana becomes a college of choice for students who want a learning environment that reflects the paramount importance of diversity, equity and inclusion as they prepare for success after graduation.

You can help expand resources and programming so that a sense of belonging and intercultural understanding are part of the fabric of every Augustana student's experience."

COMMUNITY ENGAGEMENT

Celebrating national holidays and college milestones were additional activities during the academic year 2018-2019. The annual **Martin Luther King Jr. Day Community Celebration** centered on the theme "Be the Light," from the Martin Luther King Jr. quote: "Only in the darkness can you see the stars." The featured guests were Dexter Walker and Zion Movement, a competition choir from Chicago; artist Chinetana Phounsavath; and the Teranga Drum Circle.

Our Lady of Guadalupe brings Quad Cities residents and the campus community together with live music to participate in this Mexican Catholic tradition, which celebrates and reenacts the appearance of Mary the mother of Jesus Christ to Juan Diego in 1531.

EDUCATION JUSTICE PROJECT - EAST MOLINE CORRECTIONAL FACILITY

Augustana employees volunteer throughout the Quad Cities. A new initiative spearheaded by Drs. Jason Mahn and Sharon Varallo expanded Augustana's reach into a part of the community that is cut off from the rest of the society—the East Moline Correctional Facility. Dr. Varallo learned of the opportunity for "**prison teaching**" from a local chaplain. She hoped "to put prison education on the radar at Augustana College as one way we serve out our mission. I believe it is my vocation to build bridges from Augustana College to prison and criminal

justice organizations in Illinois and across the country.” This endeavor is easily connected to teaching about vocation. In addition to fulfilling our mission, Dr. Varallo recognized the professional development and research benefits of volunteering in this facility and meeting educational needs of those incarcerated.

“Vocational reflection is key to this Augie-ECC bridge endeavor because of Augustana’s ELCA Lutheranness. When Jason Mahn, Tony Pomales and I first piloted Augie coursework at EMCC in Fall 2018, we had a Liberal Arts framework in mind, with courses that strongly centered reflective discussion on books that ran the gamut from analyzing the American Dream, to applying the neuroscience of learning, to reflecting on our calling in the world. In every case, we have encouraged reflection through discussion, opening up a small oasis of humanity ...This work matters, and doing it well matters as we live out the mission to go to places of deep need. My goal is to build a bridge that is authentically an Augustana bridge, one that is true to our mission and calling as a college...” – Dr. Sharon Varallo

Meaningful alliances with key stakeholders in the Quad Cities are essential elements of Augustana’s narrative and functioning. Augustana has a longstanding relationship with the Quad Cities Chamber of Commerce. President Steve Bahls is a tri-chair of **Q2030, the Quad Cities regional action plan**. This initiative aims to increase engagement with diverse talent, lessen racial disparities in hiring and promotion, and support minority-owned businesses. Augustana and the Chamber are leveraging these shared interests and partnership to strategically address barriers and create access for marginalized community members to participate fully in communities.

In June 2018, a group of Augustana faculty and staff—Dr. Jason Mahn, religion professor and director of the Presidential Center for Faith and Leadership; Dr. Sharon Varallo, communication studies professor; Michael Rogers ’12, OSID director; Dr. Monica M. Smith, VPDEI; and Jack Cullen ’13, Chamber of Commerce marketing and communication manager—participated in the **Truth, Racial Healing and Transformation Institute** sponsored by the Association of American Colleges and Universities. The goal is to exercise leadership on these issues in the Quad Cities—to bring people to the table and commit to staying at the table doing the work of reconciling our differences and committing to teach and model this for others.

In addition to the Quad Cities Chamber of Commerce, Augustana is represented in general membership, the board or steering committees of **NAACP** (Rock Island and Davenport), **Putnam Museum** and **United Way African American Leadership Society**, among others.

Augustana has long held diversity and inclusion as important initiatives. Prior to the appointment of the vice president for diversity, equity and inclusion, the college’s efforts were divided into four key areas: Recruitment, Student Life, Academic Affairs, and Board and Senior Leadership. A list of those efforts are captured in the Diversity Efforts Inventory (2017) in the following pages.

Thank you for reading the 2018-2019 Diversity and Inclusion Report. If you have questions, please contact the Office of the Vice President for Diversity Equity and Inclusion at vpdiversity@augustana.edu.



DIVERSITY EFFORTS INVENTORY (A summary list of diversity efforts created in 2017)

This overview of actions and strategies was developed to provide the Augustana community a sense of efforts, seen and unseen, to become a more diverse and inclusive institution. For the purposes of this inventory, “diversity” is defined primarily as racial diversity, and specifically applies to people who identify as African American, American Indian, Asian American or Chicano/Latino. Exceptions or overlap apply in listed efforts involving other underrepresented groups. In general, Augustana College recognizes the broader term “diversity” to include age, sex, gender identification, race, ethnicity, faith, socioeconomic and geographic background.

The inventory represents recent and pending actions undertaken by Augustana’s senior administration, and is divided into four sections: Recruitment, Student Life, Academic Affairs, and Board and Senior Leadership.

RECRUITMENT

Cultural Diversity Award – The college offers the Cultural Diversity Award, \$1,000-\$5,000 annually, as a financial aid award to students from diverse backgrounds who have demonstrated a commitment to diversity while in high school and who is expected to contribute to the campus community.

Filling the MAP gap – In the summer of 2016, the college shifted fundraising emphases to raise funds for student scholarships to address the failure of Illinois to provide funding for the Illinois MAP.

National Hispanic Institute (NHI) – Each July since 2004, Augustana has partnered with NHI to host “The Great Debate,” an invitation-only event that brings approximately 150 Latino sophomores to campus. In 2013 Augustana was recognized by NHI for this partnership. The college helps underwrite the cost with an investment of \$25,000-\$30,000 annually. During this event, the Office of Admissions hosts an ice cream social and provides an information session. Admissions tracks students who submit an inquiry card, apply and ultimately enroll. Augustana is one of only four colleges with a similar partnership.

- NHI student intern – Periodically, the Office of Admissions has employed a current student who is a graduate of the NHI to assist with Latino student outreach. These students have attended college fairs, called prospective students and in other ways actively recruited Latino students.
- NHI college fairs – Under Liz Nino’s leadership, the college started attending NHI college fairs throughout the nation. This is an opportunity to connect with high-achieving Latino students and an international population from Latin America, as NHI hosts international students at some of these events.

Test-optional admissions option – Since 2009 Augustana has offered a test-optional admissions option for students dissatisfied with their standardized test performance. Augustana was among the earlier adopters of such a policy. Support of the policy, which was approved in a full faculty meeting, focused on the idea that it would make Augustana more welcoming to non-native English speakers, first-generation college students, those traditionally impacted by test bias, and those who might have strong classroom performance but lower scores.

Bilingual admissions counselor – A full-time Spanish-speaking member of our admissions staff communicates with family members who do not speak English, and translates admissions materials and messages.

Spanish-speaking campus tours – For several years the college has employed a cadre of current students who are able to provide Spanish-speaking campus tours upon request.

Customized admissions recommendations for students from Chicago Public Schools (CPS) – Augustana has customized its recruitment program for students from CPS and Cook County to provide specific recommendation about next steps in the application process. This level of customization allows the college to make clear recommendations about interviewing or applying test-optionally, and is focused on maximizing a student’s admission chances.

African-American male student outreach – The college has begun coordinated and customized outreach to African-American males in our admitted pool. Eric Rowell and two African-American male admissions ambassadors are working with accepted students throughout the entire applicant pool to make connections and discuss the value of attending Augustana. In the past, all counselors were responsible for their territories exclusively; this cross-boundary outreach is new and provides an additional connection.

Partnership with The Guadalupe Center in Immokalee, Florida – For the past three admissions cycles, the college has provided a full-tuition award (four years) to a high-achieving student from Immokalee, Fla., who works with The Guadalupe Center there. This partnership was established with the assistance of a trustee who contributed generously to the full-tuition scholarship for our first students from Immokalee. Augustana is one of about a dozen colleges in the country with a similar partnership with The Guadalupe Center.

Partnering with Community-Based Organizations (CBOs) – Augustana enjoys strong partnerships with several Chicago CBOs that work with high-achieving students from diverse backgrounds. We host 250+ students for college tours and programming on an annual basis.

Accepted students' bus trip for first-time visitors from Chicago Public Schools – In recent recruitment cycles, the college has sponsored bus transport to campus for events. These special events have been focused on students who otherwise may not be able to visit. The trips have enabled the college to host a large number of prospective students who can establish relationships and discover common interests. In the past several recruitment cycles, Augustana has made special arrangements to reimburse the cost of a bus ticket for students who may not be able to visit otherwise. This modest investment has enabled more qualified students to visit campus.

Fast-application strategy – Since 2006 Augustana has used a marketed application that has helped build an increasingly large and diverse pool of students. This application, which populates known information, has helped more than double the applicant pool of students of color from 1,411 for the fall of 2011 to nearly 3,100 for the fall of 2016. This is an important tool in creating awareness of Augustana among traditionally under-served communities.

Off-campus interviews – With the addition of Chicago-based staff, the college has greatly expanded its off-campus admissions interviews to engage more actively in recruitment and counseling while meeting more students where they are.

Off-campus financial aid meetings with accepted students and families – Our efforts to choose locations to meet for financial aid appointments revolve around convenience for students and their parents. Locations near train stations are a priority for reaching many families.

Quad Cities Diversity Recruitment Outreach – The Office of Admissions works with many QC Community-Based Organizations (CBOs). Admissions is in contact with these organizations throughout the year to host groups of students, conferences and other events on Augustana's campus. Admissions invites students from all of these organizations to recruitment programs and other events on campus (speakers, concerts, athletic events). The college provides speakers and attend events that they sponsor. Augustana donates money, facilities, refreshments, scholarships, ad sponsorships and raffle items to groups on this list. Admissions stays in touch with the organizations identified below on a regular basis to reach students of all ages, parents and influencers:

United Way/Achieve Quad Cities, QC Scholars–Board Member, IJAG, Viva Quad Cities, Greater Quad Cities Hispanic Chamber of Commerce, MLK Center, Quad City Minority Partnership/Eric Rowell, Committee Member (Augustana-hosted conference Nov. 2014),

National Hispanic Institute (Augustana has worked to start a Quad-Cities team), QC NAACP,

RI Metro Youth (performs on campus several times a year), Hola America, Casa Guanajuato

Apostolic Truth Temple, Rotary International, Community Foundation of the Great River Bend,

RI Pacers, Big Brothers/Big Sisters, Boys and Girls Club, LULAC Council #10, ISAC – Illinois Student Assistance Commission, MLK Celebration on Augustana's campus, United Neighbors Juneteenth Celebration (program ad), Rock Island County NAACP Freedom Fund Banquet and Image Awards (program ad)

Outreach in Quad Cities – In addition to working with CBOs, the college regularly reaches out to Quad-Cities students in a number of ways beyond regular recruitment events such as high school visits and college fairs.

Given the increasing diversity of the Quad Cities, many of these outreach efforts translate into diversity outreach:

- Augustana gives classroom and whole school presentations at schools throughout the Quad Cities on college preparation, career planning, college access, financial assistance, college application process, foreign languages. These take place not only in all Quad-Cities high schools (Illinois and Iowa), but also in many of the junior highs and grade schools.
- The college offers junior high and high schools the resources of NACAC and IACAC through the Step by Step program to benefit their students (specifically first-generation students), sponsor counselors to attend the regional district seminar on campus, and provide NACAC/IACAC information to counselors.
- Augustana is one of the sponsors/site locations for Camp College and provides committee members for the regional weeklong college awareness and preparation program for rising seniors. Local students are recruited and encouraged to attend this free program.
- The college provides scholarships to some local students to attend the Augustana Summer Academy.
- Liz Nino, Augustana's international recruiter, partners with ELL teachers in the area to recruit QC international students to campus for specific events.
- The college also works with local high schools to host information sessions and visits to campus.

Admissions staff members participate in conferences, fairs and events throughout the Quad Cities, including: College Changes Everything, Youth Empowerment Conference, "I'm Worth It," Quad Cities Youth Conference, Unity Fest, Multicultural Speaker Series, LULAC Bilingual College Fair, Quad Cities College Application Week, QCMP, Viva Quad Cities

Admissions partners with other campus departments and offices to reach out into the community, including: athletic camps and visit events, the Department of Communication Sciences and Disorders seeks out first gen/multicultural students in the local schools to educate about careers in CSD. Student United Way partners with Admissions to work with local first-generation and multicultural parents/students to campus to learn more about preparing students for college. They also work with the music department to reach out to students throughout the Quad Cities through programs such as the Second Baptist RI Outreach Arts and Music Academy.

Epic Academy – Epic Academy is a relatively new charter high school serving economically disadvantaged Latino and African-American students on Chicago's south side. Augustana's Education Department has forged a productive partnership with Epic faculty over the past six years. Augustana students visit Epic Academy as they investigate issues and challenges associated with teaching in urban schools. Each spring, a group of 40-50 Epic juniors visit Augustana on a two-day trip to experience a liberal arts college. The visitors from Epic have opportunities to attend Augustana classes, meet with faculty and students, and attend special sessions sponsored by CORE, the Black Student Union and Latinos Unidos. As a result of this visit and the partnership, a number of Epic students have been accepted to Augustana over the past three years; many have ultimately enrolled at the college.

The following groups also have brought students for a campus tour, meal, information session and/or event: Bethany for Children and Families; City of Davenport Youth Corps; Gear up Iowa; Glenview Middle School; JB Young/AVID; QC Leadership Conference; Two Rivers YMCA; Youth Corps/Davenport; 100 Black Men of the QC; RI Metro Youth; Thurgood Marshall; Love Girls Magazine editors; area high schools, including Davenport North, West, Central, Moline, Rock Island, United Township; Washington Jr. High School science classes/ LEAD program; and Eugene Field Elementary School.

STUDENT LIFE

Hiring practices

To effectively serve an increasingly diverse student body, the Student Life Division is engaged in a deliberate and focused effort to diversify the student and professional workforce. This includes:

- Hiring students from diverse backgrounds in all departments and offices
- Hiring new employees of color. In the past year, the Student Life Division hired six new employees of color for positions in athletics, residential life and the Office of Multicultural Services.

Staff training

The Student Life Division sponsors diversity training for student life staff and student employees. Two specific efforts are:

- Diversity discussions and training for student life staff, including a six-hour workshop on white privilege and inclusion for all full-time staff
- Diversity training for more than 200 student leaders/employees (CAs, Peer Mentors, etc.)

Orientation

The Student Life Division, in coordination with the Office of Academic Affairs, has developed and conducted required diversity and inclusion programming that is embedded in the First-Year Orientation Program. Key aspects of this effort are:

- Diversity presentation during First-Year Student Orientation
- Statement of Community Principles and opportunity to commit to these principles
- Residence hall conversations regarding inclusion

Student programming

The Student Life Division sponsors a number of ongoing programming efforts aimed at developing and strengthening a diverse and inclusive community, including:

- Peer mentoring through ACI
- Multicultural Student Orientation
- Cultural educational, social and leadership programming
- Opportunity to engage in diversity training offered to all students
- Awards and end-of-year recognitions for students of color
- Leadership workshops and retreats focused on students of color
- Subsidized attendance at regional and national conferences on topics related to diversity, as well as more general topics
- Multicultural Programming Board programs designed to engage students of color

The Office of Multicultural Student Life

The Office of Multicultural Student Life provides specific support for students and advocates for a diverse and inclusive community. Services include:

- One-on-one advising/counseling
- Retention efforts through Starfish, etc.
- Advocacy for students
- Admissions support during visit days
- Translation services for Spanish-speaking families

Greek Life

A 2014/15 Study on Underrepresented Students in Greek Life showed participation rates similar to the general population. Half of Augustana's Greek chapters have a diversity chair position to encourage participation in multicultural activities.

Student organizations

The Student Life Division sponsors several student organizations related to diverse groups, including:

- Multicultural Women's empowerment group – SOUL
- Multicultural Men's Association – MMA

- Black Student Union
- Latinx Unidos
- Asian Student Organization
- Multicultural Club Council
- Multicultural social group – The Order of the Phoenix
- Multicultural social group – Ladies of Vital Essence

Cultural houses

The Student Life Division has dedicated spaces for students from traditionally underrepresented populations. Currently, three culture houses are used for programming and meetings:

- Black Culture House
- Casa Latina
- The Asian Pagoda House

ACADEMIC AFFAIRS

Faculty recruitment and hiring

The Office of Academic Affairs and the Office of the President have made diversifying the faculty a priority when recruiting and hiring new faculty. Specific actions include:

- Half-day department chair training: Strategies for Diversifying our Faculty
 - recruiting/outreach strategies
 - job position descriptions
 - identifying unintended bias
- Daylong workshop – Strategies in Recruiting Minority Faculty and Staff sponsored by Academic Network
- New recruitment brochures targeting underrepresented faculty developed with the Office of Communications and Marketing
- New prospective faculty website to emphasize diversity and inclusion at Augustana in progress with communication and marketing
- Position postings on minority faculty applicant database
- Recruiting opportunities
 - Institute on Teaching and Mentoring
 - University of Minnesota Minority Ph.D. Student Support Group
 - HBCU National Conference
- Search process guidelines and provost review to ensure no implicit bias in search criteria and interview questions and their interpretation
- Interview process asks faculty applicants about inclusive pedagogy practices

Sustained Dialogues – Together with the Student Life Division, the Office of Diversity, Equity and Inclusion is engaging in building a campus community that is inclusive and engages in dialogues to improve relationships among its diverse constituents. The college is exploring the possibilities of leading and participating in Sustained Dialogues as a co-curricular credit-bearing opportunity.

Learning Commons – Established Learning Commons to more effectively support and mentor traditionally underrepresented populations and improve persistence. As part of the Learning Commons, the college has:

- Hired a full-time English Language Learner specialist
- Hired a full-time coordinator of student success services
- Developed strong collaborative relationships among the Learning Commons, the Office of Multicultural Student Life and the Office of International Student Life

CORE

Among the priorities of CORE is preparing students to work in a diverse and changing world. The following activities and efforts are focused on exposing all students to greater diversity:

- a. Partner with the offices of International and Multicultural Student Life
 - i. Sponsored a dinner along with the offices, attended by more than 20 students
 - ii. Developed and participated in programming for International and Multicultural Student Orientation
- b. Recruit organizations to visit campus (e.g., National Association of Black Accountants)
- c. Ensure CORE Ambassadors reflect the growing diversity of our student population
- d. Ensure EDGE maintains a diverse group of students who work together in small teams to address client needs and/or who complete special projects
- e. Provide research opportunities
 - i. Move LSAMP-IINSPIRE grant for underrepresented minority STEM students under CORE to increase visibility and outreach (part of IINSPIRE consortium that has applied for a second 5-year NSF grant).
 1. Fund provides research support and is now additionally being used to bring underrepresented minority STEM students to research conferences.
 2. Associate dean and faculty member were on organizing committee for 2016 LSAMP-IINSPIRE conference, bringing two Augustana students and setting up a recruiting table for potential community college transfer students.
 - ii. Addition of the Supplemental Research and Opportunities Fund, through the Evelyn E. Nicholson Academic Venture Fund, to cover expenses related to research, internships and similar opportunities where the costs would otherwise prohibit the student's participation.
- f. Provide opportunities for national scholarships (e.g., work with Office of Multicultural Student Life to identify eligible students for Ford Pre-Doctoral Fellowship for Minorities and the Davies-Jackson Award for first-generation college students)

SYMPOSIUM DAYS

These alternative days of learning consistently include programming, workshops and content aimed at fostering a more diverse and inclusive campus community. Below are specific examples of how diverse perspectives are embedded in the Symposium Day schedule and programming:

- a. Fall Symposium: Connects to Augie Reads text, which has emphasized ethnic diversity and inclusion in 2014 (The Round House), 2015 and again in 2016 (The Fire Next Time), and intentionally includes diversity in featured speakers and sessions.
- b. Winter Symposium: 2017 Theme of Social Justice intentionally connects to the Martin Luther King Jr. holiday. Issues related to ethnic diversity are always included. Winter 2015 included a series of sessions on race in the classroom presented by students, the Center for Faculty Enrichment and an invited facilitator. Beginning in 2017, the college's signature annual event in honor of Martin Luther King Jr. will occur on the actual holiday.

STEM grants for underrepresented students – In the fall of 2016, the college was awarded a \$150,000 National Science Foundation (NSF) grant to support students underrepresented in STEM fields. The college also has submitted a pre-proposal for \$1 million HHMI Inclusive Excellence grant to support building the college’s capacity to effectively engage all students in science, especially those who come to college via nontraditional pathways.

First-generation programming – The Office of Academic Affairs has led the effort to develop specific support and mentoring efforts for first-generation Rising Scholars.

Associated Colleges of Illinois (ACI) Peer Mentoring Program – Augustana is a recipient of a grant aimed at developing programming for first-generation college students from Chicago Public Schools. Peer mentors, who also frequently are from traditionally underrepresented backgrounds, work with new students to serve as guides and mentors through the transition and first year of college. The ratio of student to peer mentor is five to one.

FACULTY DEVELOPMENT

The college has greatly emphasized diversity and inclusion as we seek to strengthen and further improve our faculty community. Examples include:

- a. All-Campus Retreat: “Building for Inclusive Excellence: Helping All Students Succeed” led to a much broader campus conversation about the importance of embracing and welcoming diversity throughout the entire community—both the student body and employment workforce.
 - i. Shared relevant demographics at the retreat
 - ii. Sessions were led by Dr. Alma Clayton-Pedersen, a leading expert on building diverse and inclusive communities within higher education (session titles: “Building an inclusive college: Bringing quality, equity, access and opportunity together” and “Making a real difference with diversity: Guiding institutional change”)
- b. Faculty Retreat: “Building for Inclusive Excellence: Helping All Students Succeed” featured a concurrent session, “Inclusion in the Classroom.”
- c. Center for Faculty Enrichment programming has a yearlong focus on building an inclusive classroom
 - i. September 17 – International student experiences at Augustana
 - ii. October 2 – First-generation students and advising
 - iii. October 6 – Students of color discuss the Augie classroom experience
 - iv. December 14 – Where are our students coming from?
 - v. February 2 – Creating a supportive and safe classroom environment
 - vi. March 8 – Addressing microaggressions
- d. Guest speaker Noro Andriamanalina, “Race, Writing, and Identity” (April 28-29)
 - i. Meeting with tutor training class
 - ii. Class visit to “Writing, Grammar and Language Theory” learning community
 - iii. Friday Conversation
- e. Diversity Fellows Program provides support for a Ph.D. candidate or recent Ph.D. graduate from an underrepresented group (African-American, American Indian, Asian-American and Chicano/Latino) to experience teaching and research in a liberal arts college environment.

Center for Inclusive Leadership and Equity – A new center focused on inclusive leadership and equity was developed in the summer and operationalized in the fall of 2016. Plans are being made for hosting a Quad-Cities Diversity Summit.

Diversity statements – In spring of 2016, the president of the College developed a diversity statement, which subsequently received unanimous endorsement by the Board of Trustees and the faculty. A Diversity Initiative Committee is working towards creation and adoption of College-Wide Diversity and Inclusion Statement.

Student workers – Using the full benefits and resources in CORE, Augustana’s offices advertise all open stu-

dent worker positions through Handshake to reach all students who seek campus employment. Along with these efforts, respective offices attempt to reach out specifically to campus resources within the offices of Multicultural Student Life, and International Student Services, as well as organizations and groups on campus that may reach underrepresented populations (Gender Sexuality Alliance, Black Student Union, Multicultural Programming Board, Asian Student Organization, Latinos Unidos, etc.).

1-credit advising course – This pilot project is designed to provide time to develop a stronger advisor/advisee relationship during the first year, which is important for success and connection to the college. This strategy is aimed at improving persistence, which historically has been a greater problem among students from populations who are underrepresented at the college.

Starfish – The college’s early alert and student advising information system, Starfish, helps identify struggling students early so advisors can intervene. Starfish improves communication among each student’s support network to provide multi-pronged support.

INSTITUTIONAL RESEARCH AND ASSESSMENT OFFICE (IR&A)

This office emphasizes dissemination of college data related to the experience of non-majority students on campus, and shows the relationships between different demographic groups of students and their experiences and outcomes. In addition, IR&A has conducted multiple in-depth studies of students through interviews and focus groups to highlight how the Augustana experience can create barriers and marginalize students of color, and then presented those findings to faculty, staff and administrators. IR&A also disaggregates survey data to help others understand how students from various backgrounds experience Augustana, which helps the college prioritize programming and support to meet student needs.

Community Principles – The Office of Academic Affairs worked with campus stakeholders to establish college-wide community principles as a building block to assert our values and build a sense of community centered on purpose, openness and respect, accountability, responsibility and care. These principles emphasize the importance of respect and diversity.

Curriculum – Currently we are exploring ways to reimagine the D (Diversity) and G (Global) suffix as part of the core curriculum, and to focus on achieving intercultural competency as a learning outcome via curricular and co-curricular means.

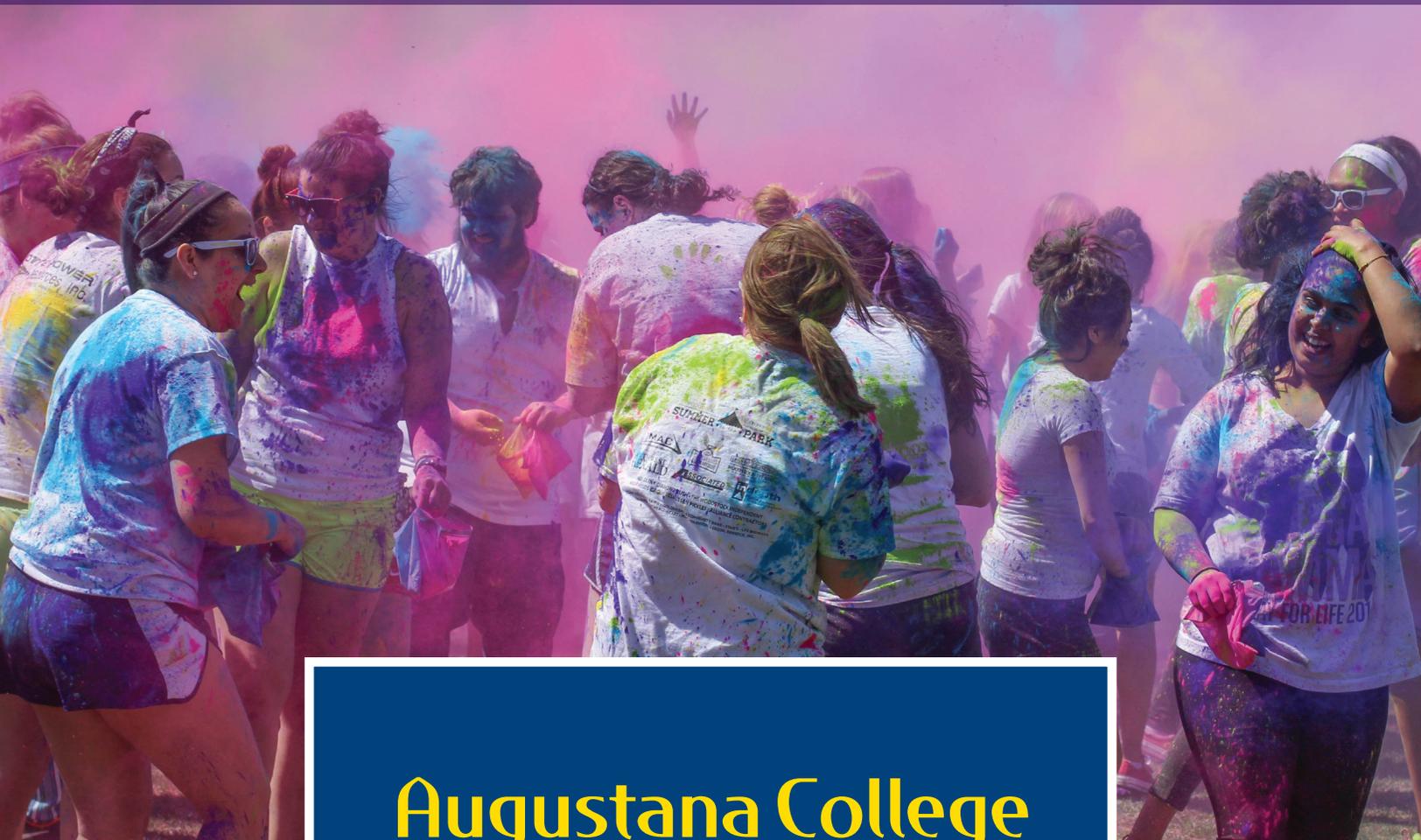
BOARD AND SENIOR LEADERSHIP

Trustees – As a follow-up to the 2016 Board of Trustees retreat, during which the trustees and senior leadership discussed diversity and inclusion in the context of first-person student testimonials, the president and the board began recruiting new trustees, with an eye toward greater diversity.

- In the summer of 2016, the college welcomed eight new trustees, the most diverse group of new trustees in Augustana history, including three women, three persons of color and one LGBT trustee.
- The 2017 board retreat theme was Campus Climate: Inclusion, Equity and Civility. An outside facilitator from Howard University was invited.
- The board will receive reports on metrics to track success of inclusion efforts at Augustana.

Strategic planning – Augustana will amend its Augustana 2020 strategic plan to add a fourth strategic direction focused on diversity, inclusion and equity. As is true of the first three, Strategic Direction IV will include specific strategies and measures for success.

- The Augustana 2020 fundraising campaign will include a Diversity and Inclusion Fund.
- In winter of 2016, senior leadership will develop implementation plans/tactics for the newly added diversity, inclusion and equity strategic direction in Augustana 2020.
- The president has announced, as a chair of the region’s strategic plan, diversity and inclusion as key elements of the Quad-Cities community strategic plan (including the goal of providing jobs and opportunities for area college students and graduates).



Augustana College

Rock Island, Illinois

