



Begin Again: Truth and Transformation

Report of the
La Salle University
Joint Commission
on Diversity, Equity,
and Inclusion





Mission Statement

La Salle University is a Lasallian Catholic university committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives. Anchored in the living tradition of the Brothers of the Christian Schools and in association with a diverse and inclusive learning community, our mission is to educate the whole person by fostering a rigorous free search for truth. La Salle, in affirming the value of both liberal arts and professional studies, prepares students for the lifelong pursuit and exploration of wisdom, knowledge, and faith that lead to engaged and fulfilling lives marked by a commitment to the common good.

Core Values

Teaching and Learning

Spirit of Faith and Zeal

Service Rooted in Solidarity and Justice

Association

***“Take care that your
school runs well.”***

—John Baptist de La Salle to Brother Robert
in Darnetal, France, 26 February 1709

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EQUITY, AND INCLUSION**

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**Charge to the
Joint Commission
on Diversity,
Equity, and
Inclusion**

Introduction

The Joint Commission on Diversity, Equity and Inclusion (the Commission), co-sponsored by the President of La Salle University and the Faculty Senate of La Salle University, is hereby convened to engage all members of the La Salle community around the challenges of diversity, equity, and inclusion and to:

- a. ensure a learning and working campus environment that affirms the dignity and uniqueness of each member of our community;
- b. advance equity and inclusion across our internal systems, policies, and practices, as well as our external interactions within the broader community;
- c. examine and enable the development of a diverse and inclusive curriculum and course readings that challenge racism, homophobia, sexism, ableism, and all expressions of bigotry, hate, and discrimination;
- d. and cultivate truth, reconciliation and healing in a spirit of faith, courage, solidarity, and prophetic hope through our Lasallian association.

Composition of the Commission

The Commission is co-chaired by Ernest J. Miller, FSC, D. Min., M.A. '95, Vice President of Mission, Diversity & Inclusion; Shakeya Foreman, J.D., Employee & Labor Relations Specialist, Office of Human Resources; Luisa Ossa, Ph.D., Associate Professor of Spanish and the Area Chair of Undergraduate Spanish Program. All appointed members agree to serve a one-year term on the Commission, beginning on September 1, 2020. The Commission is asked to complete its work on or before May 15, 2021, the feast of our patron and namesake, Saint John Baptist de La Salle, founder of the Brothers of the Christian Schools.

Scope of Work

The first task of the Commission will be to determine the scope of its work. To this end, these initial broad goals are offered for consideration in structuring this work.

1. To conduct a process to generate data that details the current climate surrounding issues of diversity, equity, and inclusion at La Salle University. While deploying a climate survey seems one potential method for generating such data, there are other methods for establishing this baseline;
2. To identify prospective curricular strategies that will advance a climate of diversity, equity, and inclusion at La Salle University, with such strategies to be considered by the Provost/Vice President for Academic Affairs and the Faculty Senate;
3. To investigate and recommend any specific policy and/or structural changes that will advance diversity, equity, and inclusion within La Salle University's operations;
4. To review any non-policy practices and guidelines at La Salle University with a view to recommending, as needed, any specific revisions in those approaches;

5. To consider recommendations that would advance La Salle University's role as a community partner in working with our neighboring organizations, institutions, and individuals to build relationships grounded in dialogue, mutual respect, and trust for the sake of our common home;
6. To be open to collaborating with the newly formed Anti-Racism Working Group of the Faculty Senate, specifically respecting matters of diversity, equity, and inclusion related to racialized populations at or beyond La Salle University;
7. To recommend the creation of any ongoing body or structures that will ensure the assessment, continuity, and accountability of this work following the completion of the Commission's mandate; and,
8. To address any other related areas of concern that arise during the work of the Commission.

Outcomes

The Commission is expected to provide regular updates of its work to the co-sponsors and to the broader La Salle University community and submit a final report with any material findings and a set of recommendations to the President and the Faculty Senate. Furthermore, the recommendations are also expected to be shared with a variety of populations within and beyond La Salle University, as deemed appropriate. That includes La Salle staff, faculty, students, alumni/ae, trustees, and the campus communities of the Brothers of the Christian Schools.



Introduction

The report of La Salle University’s Joint Commission on Diversity, Equity, and Inclusion originates from the foundations of our Lasallian Catholic identity, mission, and values, as well as the conviction that justice, equity, diversity, and inclusion are fundamental to La Salle fulfilling its mission of building community, promoting institutional excellence, and working to achieve the common good for all people. Our values and ideals are neither bound by time nor limited by social location.

In June 2020, in the wake of the murder of George Floyd and the movement that emerged demanding structural transformation in our nation, La Salle University President Colleen Hanyecz and Faculty Senate President Swee-Lim Chia announced their co-sponsorship of the Joint Commission to investigate and issue a public report on the University’s institutional culture and infrastructure, and subsequently, make recommendations to foster a more equitable, diverse, and inclusive learning environment reflective of our distinctive Lasallian Catholic identity. Since September, the Commission, which includes students, staff, faculty, alumni, and a trustee, has endeavored to fulfill its charge.

The report represents the culmination of the Commission’s findings and deliberations. It contains recommendations—indeed, a vision and hope—reflective of the different elements of the Commission’s charge. Informed by a critical and honest examination of our past and present situation, the report provides a platform to facilitate institutional discernment and strategic planning to achieve inclusive excellence and equity. While recognizing the challenges of institutional sustainability and vitality, there is an urgency as regards transforming La Salle’s campus culture and infrastructure. Addressing the annual meeting of the Association of Catholic Colleges and Universities 2018, Esteban del Rio of the University of San Diego observes:

The terrains of diversity and inclusion are well-worn at our colleges and universities. We have issued statements, taken up initiatives, convened special committees, established positions and budgets, restructured, expressed again and again our “commitment” to diversity and inclusion. And yet, the prophetic voices continue to tell us that we are not whole in this commitment.

Thus, a central goal for La Salle must be to undertake the work of achieving structural equity, diversity, and inclusion across the campus not as an adjunct to our mission and institutional culture, but from the heart of who we are. The hard but necessary work of achieving equity, diversity and inclusion will remain marginal unless it is inextricably aligned with the University’s mission, core values, and identity. The Commission’s report is a crucial first step in a critical inventory of our institution, and a call to recollect why and how our present University culture perpetuates racial inequities and other expressions of bias, exclusion, and harm. Such an inventory is not comprehensive of all harms; some harms, undoubtedly, never reached the attention of the Commission and others were excluded. As James Baldwin observes: “To accept one’s past –one’s history—is not the same thing as drowning in it; it is learning how to use it.” Baldwin continues, “To do your first works over means to reexamine everything. Go back to where you started, or as far back as you can, examine all of it, travel your road again and tell the truth about it.” Thus, a new time presses upon La Salle that requires equity, diversity, and inclusion—through a lens of justice—to be woven into the texture of our common traditions.

Our Lasallian Catholic Character

John Baptist de La Salle and his first Brothers were confronted with the simple fact that human affairs are desperately precarious. It taught them *la mesure*, a value of humility and perseverance illuminated by the light of the gospel. In the spirit of *together and by association*, the Lasallian principle that calls us to remain united—*Indivisa Manent*—for the mission of Lasallian education, the Commission’s vision and hope aligns with the Declaration on the Lasallian Educational Mission (2020): “to generate opportunities that promote the transformation of lives, persons, and societies. [The Lasallian] educational perspective aims to build societies where peace, equity, social justice, civic participation, the raising up of common dreams, and respect for freedom and differences are possible.” The preface to La Salle’s Mission and Core Values statements points to the University’s roots in the Catholic intellectual and social traditions. Foundational to La Salle’s Catholic character is the conviction that all human beings are created by God. This guides our consequent commitment to recognize, respect, reverence and promote the inherent human dignity of all people—regardless of the differences that make them who they are.

The Catholic social tradition affirms not only the inviolable dignity of all people, but also emphasizes the responsibility to protect the human dignity of others, especially those who society marginalizes and minoritizes, engaging others in ways that honor the fundamental dignity of each person, as well as our essential interdependence. Likewise, the Catholic intellectual tradition promotes the development of an authentic community—a community comfortable with and capable of investigating, questioning and celebrating differences. Catholic higher education, therefore, ought to help us see through other people’s eyes, “other people from other times in history, from other cultures and societies, and other types of experiences” (Monica K. Hellwig, “The Heart of Catholic Higher Education: The Liberal Arts”, 87, 2000).

La Salle can commit to structural equity, diversity, and inclusion from the center of its character and identity—a distinctive charism, heritage, and educational mission. These are resources to answer why we take up this mission-driven imperative to make our University a better place to learn, work, live and play. Because of our Lasallian and Catholic character, our campus can advance an anti-racist orientation. We can support gender equity. We can welcome and love LGBTQ+ persons. We can create accessibility to our campus and classrooms for those who face both physical and mental disabilities. We can fully embrace the religious pluralism among us. When we harness the power of faith and zeal, as did Saint La Salle, we can welcome all with sensitivity and compassion, in a spirit of *association*.

Building a path forward

Consequently, the University’s exacting task is to build a path forward that acknowledges not only our wounds and difficulties, but also our strengths and our tremendous possibilities for coming together to take decisive steps to *begin again*. It is in this spirit, and with a deep sense of heritage and identity, that we offer this report. It requires exercising discernment, wisdom, knowledge, and courage. Let us set about this mission boldly.

As Jill Lepore’s new history of the United States makes abundantly clear, racism is America’s original sin. It continues to complicate all our attempts to create a truly human civil society. Catholic colleges and universities — rooted in Jesus Christ’s own boundless love — strive to cultivate a deep sense of human dignity and to form engaged citizens who fight every form of injustice and effect positive change. Clearly, those of us who accept the audacious task of leading faith-based education still have much work to do.

Statement on Racial Injustice,
Association of Catholic Colleges and
Universities, 1 June 2020

Testimony

Over the past year colleges, universities, non-profit and for-profit corporations across the country have begun grappling with the hard truth that social and relational sources of discrimination and bias exist in their spaces. The Joint Commission's charge directed us to "cultivate truth, reconciliation and healing in a spirit of faith, courage, solidarity, and prophetic hope through our Lasallian association." Our scope of work further instructed us to "generate data that details the current climate surrounding issues of diversity, equity, and inclusion at La Salle." We employed a multipronged approach focused on uncovering and disclosing truth in order to promote transformational change. The Commission's work built upon previous attempts to reconcile the University's mission and core values with the personal and lived experiences of students, staff and faculty. Through one on one conversations, phone calls, emails, campus wide climate surveys, and the "Truth and Transformation" listening sessions Commission members had the opportunity to hear directly from stakeholders who shared their immensely personal stories.

In February and March of this year the Commission took on the process¹ of surveying current La Salle faculty, staff and students regarding the following key areas: the University's academic, professional, and social environment; diversity at the university; personal experiences; and perspectives related to diversity, inclusion, and belonging. This effort resulted in responses from over 900 stakeholders. Simultaneously, the Commission developed Truth and Transformation listening sessions in order to provide space for La Salle students, staff, faculty and alumni to share personal experiences directly with Commission members. Blending principles of restorative justice, truth and reconciliation, and empathetic listening, these sessions were coordinated with La Salle's mission and core values by giving light to three important components of building a Lasallian educational community: dignifying persons, fostering harmonious development, and creating a culture of mutual respect grounded on truth and trust. Through this process the Commission was able to hear first-person accounts from a handful of stakeholders involving concerns of diversity, equity, or inclusion that had occurred within the La Salle campus community. Often, university-led justice, equity, diversity, and inclusion (JEDI) initiatives are veiled in the abstract, full of data, tables, and charts. Having had the experience of bearing witness to so many stories, the Commission wanted to ensure that our report and recommendations gave voice to the people behind those facts and figures.

Seeking truth was a critical step in preparing our campus community to experience justice, equity, diversity and inclusion in a meaningful and amplified way. What the Commission found was that La Salle's campus is not always welcoming to people from underrepresented minoritized communities. A number of climate survey respondents and listening session participants discussed a climate of sexism - describing the university as "patriarchal". Other survey respondents and session participants detailed experiences with bias incidents based on various aspects of their identity. We heard about the lack of recognition of the accomplishments of underrepresented minoritized groups, of women talked over and dismissed, of disabled students not receiving appropriate accommodations. We heard how members of the LGBTQ+ community feel they must hide their authentic selves. We heard how Black students have their intelligence and abilities questioned, with one listening session participant stating, "The same system that allows for the killing of black bodies outside of academia is the same system that allows for the killing of black spirits in academia." As painful as it might be, we must acknowledge the truth. Our

1 This effort was originally born out of discussion and Committee work begun in 2019 as a student retention effort. The University is continuing to analyze the climate survey data and looks to release at a future date.

work revealed the grave emotional, physical, and spiritual toll exclusion, mistreatment, and inequity have had on those in our campus community.

“True reconciliation is never cheap, for it is based on forgiveness which is costly. Forgiveness in turn depends on repentance, which has to be based on an acknowledgement of what was done wrong, and therefore on disclosure of the truth. You cannot forgive what you do not know.”

—Archbishop Desmond Tutu,
30th November 1995

In order to fulfill our charge of advancing equity and affirming the dignity and uniqueness of each member of our University, we cannot settle for “quick fixes” that might cloak the continuation of these types of incidents. Instead, we encourage honest consideration of the past, present, and future so we may move forward together. Truth is the path to the healing and transformation that will lead us to truly becoming an inclusive community that provides a quality education for all.



List of Recommendations

Educate and support the La Salle campus community for justice, equity, diversity, and inclusion

- Identify existing, repurposed, or added financial and human resources to provide needed support for the Joint Commission’s recommendations.
- Develop and implement the institutional infrastructure to provide ongoing education, training, and leadership to advance strategic goals and objectives relating to justice, equity, diversity, and inclusion.

Build a more inclusive academic environment and curricular architecture

Track Retention and Diversity Over Time

- Partner with Institutional Research to study and quantify student retention across programs and departments by demographics.

Honors Program

- Create a rotation of courses taught by a more diverse pool of faculty.
- Create an inclusive curriculum that includes cultural traditions, knowledge, and perspectives from many parts of the world.
- Adopt an equitable and inclusive admissions process that does not penalize students because of the high school they attend.
- Develop a strategy to grow the number of Black, Indigenous, and people of color (BIPOC) and other Underrepresented Minority (URM) students in the program.

Better Support Existing JEDI related Academic Programs

- Recognize, promote, and adequately support existing JEDI related academic programs, majors, and minors already in existence.
- Provide evening staffing in critical offices to better serve evening programs.

New Academic Areas of Study

- Create a minor in Black Studies.
- Investigate the feasibility of beginning a minor in LGBTQ+ Studies.
- Develop a Disability Studies Program.

Anti-Racist Education

- Create an anti-racist culture at La Salle by implementing a robust commitment to education and training for faculty and other academic personnel.

Develop accessible and inclusive administrative policies, procedures, and protocols that inspire a campus culture rooted in equity and justice

Creation of Compliance Process

- Provide annual university-wide communication and require individual attestation of compliance with JEDI policies, procedures, and initiatives.
- Conduct an Annual Policy Review of all relevant JEDI policies.
- Overhaul the University Policy Register, creating an easily-accessed location for all JEDI related University policies, procedures, and protocols.
- Re-evaluate and/or re-design portions of university infrastructure so that critical functions and services are diversified and performed appropriately.

Specific Policy, Procedure, and Protocol Revisions

- Audit all Departmental policies, practices, and procedures to ensure they support and advance our commitment to justice, diversity, equity, and inclusion.
- Edit all University policies, guidelines, procedures, and forms to have inclusive language.
- Prioritize the authorization of policies and documents that have been drafted but have yet to be approved, implemented, or published.
- Revise La Salle's EEO/Anti-Harassment Policy to incorporate an Ombudsman process for informal resolutions.
- Create a bias response team and process that is streamlined, forward-facing, and run appropriately.
- Expand the scope of the Best Practices for Recruiting and Retaining Faculty document to include all University employees.

Develop a more affirming and supportive campus environment for students, faculty, and staff through support services and co-curricular activities in the arts

- Create a Center for Diversity and Inclusion to provide advocacy, resources and sponsorship of initiatives and events that allow students to connect with various expressions of diversity and inclusion.
- Create a spirit of welcome and an inclusive, affirming environment for all members of the LGBTQ+ community and allies.
- Create a dedicated Office of Disability Services or Specialized Resource Center.
- Recover and restore La Salle's commitment to co-curricular opportunities in the literary and performing arts to foster an inclusive and more vibrant campus environment.
- As part of the campus master plan, commit to a public arts program reflecting the cultural, ethnic, and religious diversity of the La Salle community.

Promote neighborhood collaboration and inclusive economic development

Build Capacity and Adopt Best Practices to Foster Engagement with the Surrounding Community

- Create a Center for Community Engagement that serves as a central repository to deepen and coordinate La Salle's engagement with its surrounding community.
- Work across the University to address negative and deficit narratives about the surrounding neighborhood held by members of the campus community and beyond.
- Join the Place-Based Justice Network as recognition of our institutional commitment to combat systems of oppression.

Establish a Supplier Diversity and Local Hiring Policy and Set Meaningful Goals for Inclusion

- Improve the internal infrastructure to measure and track inclusionary practices.
- Establish a comprehensive set of supplier diversity and local hiring policies for university procurement activity with performance metrics.
- Employ strategies that increase the number of direct hires that live within the University's surrounding community.
- Create a neighborhood reinvestment initiative with specific implementation strategies.

Recruit, hire, and retain a more diverse administration, faculty, and staff

Recruitment and Hiring

- Create a tone at the top that values and invests in JEDI and is reflected by leadership composition, resource allocation and development.
- Assess equity in pay for staff and faculty. Publish and, if not existent, establish salary bands for faculty and staff positions and advertise them in connection with all future hiring and promotion.
- Recruit and hire members of URM groups for faculty positions and enhance their retention by providing the support and opportunities necessary for their professional development and success.
- Hire multilingual, BIPOC and culturally knowledgeable staff throughout the University.

Staff Retention

- Enhance the retention efforts for URM staff members by providing the support and opportunities necessary for their professional development and success.
- Create a staff council to provide staff a meaningful way for shared governance.

Faculty Retention

- Invest in building and maintaining a campus climate that not only protects URM faculty from direct harms, but also supports their development and values their contributions.
- Employ cluster hiring as a strategy to help minimize feelings of isolation and overload for URM faculty.
- Demonstrate a sincere commitment to retaining underrepresented minoritized faculty by devoting necessary financial resources to cluster hiring, competitive salary and research support, and other grant and fundraising initiatives.
- Create just and equitable workloads that foster work-life balance and end exploitative practices that particularly harm BIPOC and other URM faculty members.
- Develop an institutional and peer mentoring program for URM faculty and support mentors with meaningful recognition and resources.
- Expand the breadth of disciplines, types of achievements, and faculty that are celebrated and/or featured in university media. Provide training to University Marketing and Communications to understand different academic disciplines as well as JEDI issues.

Tenure and Promotion

- Ensure the tenure and promotion process is equitable and values diversity, equity, and inclusion work by adopting the retention recommendations to retain underrepresented minoritized faculty.
- Acknowledge bias in student evaluations of teaching; utilize alternate or additional methods of evaluating instructors.
- Implement policies to account for the disproportionate impact of COVID-19 on URM faculty as well as female faculty members.



Recommendations

Educate and support the La Salle campus community for justice, equity, diversity, and inclusion¹

RECOMMENDATION: Identify existing, repurposed, or added financial and human resources to provide needed support for the Joint Commission's recommendations.

In listing diversity, equity, and inclusion as one of its strategic priorities the National Association of College and University Business Officers (NACUBO) has made a strong statement regarding the value of this work in building thriving institutions². Specifically, it has been shown that the collaborative effort of Business Officers and Advancement professionals standing behind JEDI goals propelled some universities toward achievement while others have continued to struggle. According to an *INSIGHT Into Diversity* analysis of public records from more than 85 colleges and universities, spending on diversity, equity, and inclusion efforts increased 27 percent from 2014-2019.³ By committing institutional resources to undertake these initiatives, we will ensure a path forward to transform institutional culture and achieve inclusive excellence. This commitment also signals serious attention to ensuring our highly diverse student body experiences an educational environment that is uniquely suited for their success.

RECOMMENDATION: Develop and implement the institutional infrastructure to provide ongoing education, training, and leadership to advance strategic goals and objectives relating to justice, equity, diversity, and inclusion.

A sustainable cultural transformation within the La Salle community is bolstered by common language, cultural knowledge, and values understood and shared by all community members: Trustees, administrators, staff, faculty, and students. Expecting all members to engage in this education and training is not an attempt at indoctrination or an affront to academic freedom. It is an attempt to ensure our campus community is filled with culturally competent, mission-driven persons who are committed to reducing harm and promoting community growth. These opportunities will provide participants with a shared vocabulary, framework, and historical perspective, in addition to other resources. These educational opportunities will also inspire reflection to assess personal, professional, and systemic mechanisms that are sources of community harm. Addressing these issues and making the campus a more equitable and inclusive environment encourages everyone to be more authentic, fostering cross-cultural interaction, innovative problem-solving, community building, and personal growth.

1 Although the Joint Commission's Charge specifically uses the language of diversity, equity, and inclusion (DEI) the Commission's membership chose to reconceptualize its work through the lens of justice while centering equity, then diversity, and finally inclusion (Justice, Equity, Diversity, Inclusion or JEDI).

2 National Association of College and University Business Officers. nacubo.org/About/Strategic-Blueprint#SP4_Leadership. Accessed 21 February 2021.

3 INSIGHT Into Diversity. insightintodiversity.com/an-insight-investigation-accounting-for-just-0-5-of-higher-educations-budgets-even-minimal-diversity-funding-supports-their-bottom-line/. Accessed 23 February 2021.

Build a more inclusive academic environment and curricular architecture

1) Track Retention and Diversity Over Time

RECOMMENDATION: Partner with Institutional Research to study and quantify student retention across programs and departments by demographics.

Departments should perform “equity audits” looking at their enrollment across the curricula to assess if underrepresented minoritized (URM)⁴ and/or at-risk populations are dropping out at high rates.⁵ For example, the biology department has a lower percentage of non-white students taking upper-level classes and graduating than enter the major. For the cohorts entering in Fall of 2015 and 2016, 62% of students in the introductory course identified as non-white while only 44% of students identified that way in the upper-level molecular biology course. The department attempted to address this by creating remedial courses. This approach worked but had a high cost. After instituting a placement test the percentage of non-white students in the upper-level course rose to 64% but dropped in the intro class to 60%. On the other hand, the new “remedial” science course was populated with 78% non-white students, creating a racially segregated cohort. Starting in Fall 2021, this approach will be replaced and all entering students will take an immersive laboratory course before the traditional intro course (now in the spring); this will hopefully improve retention numbers across the board without resorting to a deficit model.

2) Honors Program⁶

RECOMMENDATION: Create a rotation of courses taught by a more diverse pool of faculty.

Presently, the Honors Program director negotiates with department chairs for faculty to teach Honors courses. Currently, 12 full-time faculty and a few adjuncts offer courses. Most faculty are white men and all of the faculty who teach the Honors Triple⁷ are white. Inviting a more diverse faculty pool broadens the educational experience of the students in program.

4 The working definition for underrepresented minoritized (URM) used in this report not only refers to a group whose percentage of the University population is lower than their percentage of the population in the U.S. but includes groups who historically have been underrepresented and/or marginalized.

5 Currently limited demographic data is internally published through La Salle's Reports (Census, Graduation, Profile of Entering Freshman) created by the Division of Academic Affairs. The demographic information included has varied over the years and needs to be more consistent to allow for multi-year analysis. Universities are being asked to forecast demographic profiles to receive many different sources of funding from at least seven different federal agencies.

6 See La Salle Honors Program <https://www.lasalle.edu/honors-program/>

7 The Honors Triple is the “hallmark of La Salle's Honors Program in which first-year students dive into in a group of linked courses, such as literature, history, and philosophy, with a cohort of the same group of students and same professors over the course of two semesters”. See <https://www.lasalle.edu/honors-program/the-honors-difference/>

RECOMMENDATION: Create an inclusive curriculum that includes cultural traditions, knowledge, and perspectives from many parts of the world.

While the Honors Triple currently includes readings outside “the Western tradition,” the focus is Eurocentric. This gives students a very limited knowledge base and perspective of the world, while also making many students feel excluded. Curriculum expansion is a first step, but those teaching material about non-European cultures must also be equipped to do so in culturally knowledgeable ways that do not center Europe.

RECOMMENDATION: Adopt an equitable and inclusive admissions process that does not penalize students because of the high school they attend.

Currently, the admissions process ranks secondary schools on their “academic strength.” However, this process creates inequities, because academically strong students from schools considered “weak” are screened out of consideration. This process likely disproportionately impacts URM students, particularly students from Philadelphia and other large public school systems. Currently, students with a 3.5 or higher GPA (and formerly SAT scores) are tagged by Undergraduate Admissions for the Honors Program. The rubric used to evaluate an applicant looks at the strength of the curriculum of their high school. This school ranking process can eliminate even academically high-performing URM students from lower ranking schools from consideration for the Honors program. Therefore, many students are being denied the opportunity to even explore the option of being part of the Honors program.

RECOMMENDATION: Develop a strategy to grow the number of BIPOC⁸ and other URM students in the program.

A disproportionately low number of BIPOC and other URM students enter and graduate from the Honors Program⁹. In order to increase participants from various backgrounds in the program the University should conduct outreach to a more diverse pool of schools and develop and strengthen connections with counselors from Philadelphia public and charter schools.

In addition the Admission’s staff could work with current BIPOC and other URM Honors students to encourage their peers to apply. Particularly, first-generation students as well as students from under-resourced schools who may not know to look for an Honors Program, should be consulted on how to create a more welcoming inclusive environment.

8 BIPOC is an acronym which stands for Black, Indigenous and People of Color.

9 See Appendix A for Statistics of Honors Students by Ethnicity Fall 2016 to Fall 2020.

3) Better Support Existing JEDI related Academic Programs

RECOMMENDATION: Recognize, promote, and adequately support JEDI related academic programs, majors, and minors already in existence.

The U.S. Census estimates the Hispanic/Latino¹⁰ population in the United States at over 60 million,¹¹ and 43 million are native speakers of Spanish.¹² With these demographics in mind, academic offerings that address the needs of Hispanic/Latino students, as well as educate others about Hispanics/Latinos, are critical to creating an inclusive environment at La Salle, as well as preparing our students for life beyond the University. The Department of Global Languages, Literatures, and Perspectives, in collaboration with other departments, has several under supported JEDI related offerings that would benefit from increased support and resources:

- Specialized Communication Sciences and Disorders (CSD)/Spanish Double Major¹³
- Spanish Immersion Teaching¹⁴
- Bilingual Undergraduate Studies for Collegiate Advancement (BUSCA)¹⁵
- Hispanic Institute¹⁶

RECOMMENDATION: Provide evening staffing in critical offices to better serve evening programs.

The University has a number of evening driven programs such as BUSCA, programs in the Hispanic institute, and other graduate programs, yet most offices operate within the customary business hours of 8:30 a.m.-4:30 p.m. According to the University's Fall 2020 Census data roughly 68% of evening division students identified as non-white. Offices such as Dean's offices, the Registrar, Student Accounts Receivable (SAR) and Financial Aid, among others, should have extended hours during critical parts

10 Although many people may prefer more gender inclusive terms such as Latinx and Latine, throughout the report the terms Hispanic/Latino are used as these are the terms used by the U.S. Census Bureau thereby allowing for more accurate statistical analysis

11 Noe-Bustamante, Luis and Flores, Antonio. "Facts on Latinos in the U.S." *Pew Research Center Hispanic Trends*. (2019). [pewresearch.org/hispanic/fact-sheet/latinos-in-the-u-s-fact-sheet/](https://www.pewresearch.org/hispanic/fact-sheet/latinos-in-the-u-s-fact-sheet/).

12 Lyons, Dylan. "How Many People Speak Spanish, And Where Is It Spoken." *Babbel Magazine*. (2020). <https://www.babbel.com/en/magazine/how-many-people-speak-spanish-and-where-is-it-spoken>.

13 This double major is a collaboration between the department of Global Languages, Literatures, and Perspectives and the Communications, Sciences and Disorders (CSD) department that aims to reduce the deficit in bilingual English/Spanish speech-language pathologists (SLP) by providing the linguistic proficiency and cultural formation necessary for students to pursue the necessary graduate education to become bilingual SLPs. Moreover, as the only double major of its kind the program is unique to La Salle and should be highlighted.

14 This double major is a collaboration between the Spanish Department and the Education Department In the US, the need for bilingual educators is great, and the demand for language immersion schools is growing.

15 This four-semester Associate of Arts degree evening program designed for Spanish dominant and bilingual Hispanic students focuses on the "distinctive academic challenges of bilingual students." It aims in providing them with the academic skills and academic English proficiency necessary to pursue a 4-year degree, if desired. (See <https://www.lasalle.edu/busca/>) The University often publicly celebrates BUSCA as an example of its commitment to the mission and to diversity and inclusion while failing to provide the appropriate and necessary supports to sustain the program.

16 The Institute's purpose "is to offer professional academic programs that provide bilingual and bicultural education to all professionals serving the Hispanic communities throughout the region and the nation." <https://www.lasalle.edu/hispanic-institute/> Since 2019 the Hispanic Institute has received no funds for advertising. This indicates a lack of equity in the advertising and promotion of graduate programs, as there are many other graduate programs regularly advertised on buses, the radio, and on social media, among other places.

of the semester such as the first two weeks of the semester, during registration periods, and near the end of the semester. In the short term, identifying staff who would voluntarily shift their schedules to cover late afternoon and early evening hours during critical times of the academic year would help meet the needs of evening students and help them feel included in the La Salle community. However, adding the necessary staff to address the needs of evening students and make sure they are treated as valued members of the La Salle community should be strongly considered.

4) New Academic Areas of Study

RECOMMENDATION: Create a minor in Black Studies.

Over the past 25 years or so, there have been multiple attempts to start a Black Studies Minor at La Salle. Though it has failed to gain administrative support, students have continued to petition for a minor for over two decades.¹⁷

Offering a Black Studies Minor is important for our campus. La Salle has seen the growth of students of African descent. Many Black students struggle with a curriculum that does not represent them. At the same time, it is important that all La Salle students, regardless of color or cultural background, are afforded an opportunity to encounter Black Studies courses. Offering a Black Studies minor will also be a clear sign that the university is serious about its commitment to anti-racism.

In the 1990s La Salle offered some Black Studies courses taught mostly by part-time faculty from Temple University. In 2004-2005 a group of students did a comprehensive study to look at how to begin a Black Studies Minor at La Salle. The then Provost and Vice President of Academic Affairs preferred an “Ethnic Studies” Minor. In the 2010s a group of faculty and staff convened to further discuss a Black Studies Minor. The proposal noted the significance of the paucity of Black and Brown faculty to teach courses is significant. While it was not the intention of the proposal, it became tied to University retention.

To move this recommendation forward, the recruitment of a current or new faculty member with expertise in Black Studies is vital. Then, the program could be positioned to draw from existing faculty to populate the minor with requisite courses. However, the minor cannot succeed with predominantly white faculty teaching its courses. The courses in the minor should be appended to the appropriate Institutional Learning Outcomes to make them accessible.¹⁸

RECOMMENDATION: Investigate the feasibility of beginning a minor in LGBTQ+ Studies.

Many current University faculty have notable scholarship and research interests that are directly related to addressing LGBTQ+ issues. These faculty come from various disciplines at the University including

17 Leaders of the following student organizations have written unsolicited letters to the Joint Commission in support of a Black Studies minor: Student Government Association (SGA); Jewish Student Association (JSA); Anime Club; Alpha Theta Alpha; and the Epsilon Alpha chapter of Gamma Phi Beta. (See Appendix B)

18 For more background information see Appendix C that includes data from peer and aspirant Catholic institutions with Black/African American/African Diaspora programs.

Social work, Communication, and English. Exploring existing courses related to LGBTQ+ issues is paramount to assessing the potential success of a minor¹⁹.

RECOMMENDATION: Develop a Disability Studies Program.

In developing a disabilities studies program, La Salle University can consider different options. Universities offer graduate certificates²⁰, minor/majors²¹. Universities that have established disabilities studies programs have a clear definition of “disabilities studies” and a department that “houses” the program.²² While, the curriculum is interdisciplinary in approach, there is a program director and coordinator that work within a specified department (i.e. Education).

5) **Anti-Racist²³ Education**

RECOMMENDATION: Create an anti-racist culture at La Salle by implementing a robust commitment to education and training for faculty and other academic personnel.

Becoming an anti-racist educational community, community members, as well as policies and practices, must be anti-racist. The University can ensure that all members of the campus community are exposed to an anti-racist framework by integrating it into the institutional infrastructure.²⁴ To this end, the University must consider how we support and center the experiences of our students and colleagues most affected by racism without burdening them with the work of addressing it. At the very least, the demanding work begins with believing them when they tell us about their experiences of racial bias and discrimination in our community. To achieve these goals, the following programmatic elements are important:

- Understanding anti-racist teaching.
- Understanding the difference between anti-racism versus diversity. It is crucial to have a shared definition of racism and anti-racism.
- Understanding how to deal with expressions of racism in and outside the classroom, as well as understanding how to deal with linguistic discrimination.

19 See Appendix D for a list of existing courses relating to topics of interest for a LGBTQ+ Studies Minor.

20 See Temple University Certificate Program: Disability Studies Certificate (Graduate) | Temple University

21 See University of Oregon: Requirements | Disability Studies (uoregon.edu); See Syracuse University Disability Studies Minor | Syracuse University School of Education

22 A list of universities with clear definitions of disabilities studies: University of Washington, The Ohio State University, UC Berkeley, University of Oregon, University of Washington, Temple University, Syracuse University.

23 The Joint Commission defined anti-racist as being critically aware of the existence of racism and understanding how it is systemic. An anti-racist person actively seeks to acknowledge the impacts of racism. See <https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/edi-resources/glossary-terms>

24 Resources include American University's Antiracist Research & Policy Center <https://www.american.edu/centers/antiracism/> and Boston University's Center for Antiracist Research <https://www.bu.edu/antiracism-center/>

- Managing expressions of racism and other forms of discrimination in the classroom. Trainings and resources can build the capacity to recognize and respond to incidences of bias and discrimination in the classroom.
- Continuously building capacity to avoid “othering” and excluding colleagues and students. Not only will this help with singular issues of racism and other forms of discrimination, but also in understanding intersectionality.
- Creating a certificate option is an opportunity to recognize faculty and staff who are committed to engaging in anti-racist teaching for professional development.

Develop accessible and inclusive administrative policies, procedures, and protocols that inspire a campus culture rooted in equity and justice

1) Creation of Compliance Process

Amidst previous efforts to digitize University policies, a comprehensive policy repository and compliance process has not been maintained. La Salle needs to take immediate action to remedy this, as the University is at risk legally and financially²⁵. Many of the policies that are present are outdated and oftentimes lack consistency in application. Policies and documents that speak directly to issues of equity, diversity, and inclusion such as the *Equal Employment Opportunity and Anti-Harassment policy (EEO/Anti-Harassment policy)*, the *Guidelines for Requesting Workplace Accommodations*, and the *Best Practice for Recruiting and Retaining Faculty*²⁶ require explicit update and revision. Additionally, the University has potential to create a culture of accountability amongst students and colleagues, but this has not yet been put into place.

RECOMMENDATION: Provide annual university-wide communication and require individual attestation of compliance with JEDI policies, procedures, and initiatives.

No matter the amount of revision or review, a policy is rendered ineffective without an effective practice of enforcement and built-in accountability. At the start of each semester, a Presidential announcement should be sent to all students and employees regarding JEDI policies, procedures and initiatives. This annual statement for the University’s administrative leader should also require an annual signoff from employees that they are aware of these policies. Doing so will increase the level of accountability and will work to foster a climate of inclusion and belonging. Failure to sign off on this policy acknowledgement by a certain deadline should result in loss of portal access to employees until compliance is realized.

RECOMMENDATION: Conduct an Annual Policy Review of all relevant JEDI policies.

In accordance with Section D.1. of La Salle’s Policy for *Authorizing Official University Policies Policy*, “the Area Vice President shall appoint an individual within the Responsible Office to review any approved Official University Policy on an annual basis for necessary updates and revisions.” Policy reviews²⁷ customarily take place regularly due to changes in legislation, an identified issue or problem, or a suggestion from a competent source; La Salle currently supports policies that have not been revised

25 Some of these risks could be mitigated with membership in the Higher Education Compliance Alliance. This service provides the higher education community with a centralized repository of information and resources for federal law and regulations. <https://www.higheredcompliance.org>

26 In 2018 a group of University Administrators led by former Associate Provost Holly Harner created the Best Practices for Recruiting and Retaining Faculty document.

27 Annual policy reviews are industry standard, but a three-year shelf life is the maximum time in between revisions according to best practices.

or updated in more than five years. There is a belief that the *Academic Affairs Policy and Guideline Development and Approval Process*²⁸ requires any policy revisions to be vetted through the process outlined therein. This is a limited and misinformed understanding of how these documents operate in tandem, which allows for the broadest possible definition of “impacting Academic Affairs” thereby providing for a more cumbersome policy revision process. Instead, it is important to understand that the footnote only applies to policies that deal explicitly with Academics. Understanding that policies should never be drafted in a vacuum, the process for revising policies does need to include focus groups of potentially impacted parties so that a cross section of voices is heard in policy development and revision.

RECOMMENDATION: Overhaul the University Policy Register, creating an easily-accessed location for all JEDI related University policies, procedures, and protocols.

Written and accessible policies and guidelines are an essential component to efficient operations. Informed decisions should be made about what policies and documents require portal access and those that are forward facing and accessible to the public²⁹. The policy register should also include links to the *University Handbook*³⁰, *Employee Personnel Manual*, *Academic Bulletin*, *the Student Guide to Rights, Resources and Responsibilities*, and all relevant incident reporting forms. These documents should be organized in a manner that is compliant with ADA standards and is accessible to all university community members.

Developing a web presence specifically for JEDI related documents is an outward statement to the campus community of the University’s commitment to JEDI. It should house important JEDI related forms such as incident reports, self-identification forms for individuals with disabilities and veterans as well as an electronic method for requesting accommodations. This website can also be used as a way of tracking and meeting any annual or strategic JEDI goals, annual utilization goals by job group in hiring and promotions and to analyze new steps taken to address any challenges to progress.

RECOMMENDATION: Re-evaluate and/or re-design portions of university infrastructure so that critical functions and services are diversified and performed appropriately.

The University currently employs a single individual responsible for an excessive number of critical functions: Affirmative Action, Title IX Compliance, and Accommodations and Disability services. This does not align with other similarly situated institutions and must be rectified to better serve our campus constituents. Although a Disability Services Director position³¹ has been approved for recruitment over the summer of 2021, it is not expected to be filled until Fall 2021. However, one position may not be able

28 See pg. 1 fn.2 of document “Policies or guidelines that impact Academic Affairs related matters that are initiated by departments or divisions outside of Academic Affairs should first be reviewed through this process prior to being formally approved at the University level”.

29 See Villanova University Policy Library at www1.villanova.edu/villanova/president/uco/villanova-policy-library.html. See also University Massachusetts Amherst DEI Policy website at <https://www.umass.edu/diversity/data-policies/policies>

30 A retitling of this document may be necessary to better indicate that its contents only apply to University faculty and not other staff personnel.

31 This position was created as a part of the Project Compass Initiative and will be housed in Student Wellness Services.

to meet the needs of our student population. Also, in considering duties and purpose, it is important to center the voices of those who may often utilize the services offered.³² In compliance with Executive Order 11246 (1965), federal contractors are required to develop, and annually update, an Affirmative Action Plan. The Plan is a comprehensive, results oriented continuing course of action, which articulates the University's strategy to combat discrimination, put forth a good faith effort to attain goals and achieve equal employment opportunity. The objectives of the Plan are to establish goals which promote affirmative action and eliminate any policy or employment practice that adversely affects members of protected classes³³. It is the understanding that La Salle has not presented an Affirmative Action Plan in recent years.

2) Specific Policy, Procedure, and Protocol Revisions

RECOMMENDATION: Audit all Departmental policies, practices, and procedures to ensure they support and advance our commitment to justice, diversity, equity, and inclusion.

While it is imperative for all University policies to be audited to ensure usage of inclusive language, several documents require action in the form of substantive revisions, authorization review, or consistent application. This action is necessary to effectively manage the institution going forward if we hope to establish a more equitable environment, and to avoid risk of litigation. With outdated documents, La Salle not only opens itself up to litigation risk but also neglects the very aspects needed to establish a culture of inclusion and accountability. We are beholden to practices that are in place that should not be, as they are fundamentally discriminatory, and many that should be current, yet do not exist.

One example is the Department of Public Safety's existing Procedural Directives that have not been updated since 2001. In a time when policing and public safety strategies are being scrutinized, it is beyond imperative that the internal operations of this Department be transparent, current, and aligned with the needs of our diverse campus population as well as the surrounding geographic area.

Another clear example is La Salle's employee personnel manual. Since 2016, the manual has not been published or distributed to new employees. It includes antiquated references³⁴ that are now widely regarded as being steeped in misogyny. Although the Office of Human Resources has recently drafted a revision, no action has been taken to ensure that these revisions have been adopted, published, or distributed. The outdated policies housed in this binder are still in force and everyday supervisors hold employees accountable for policies of which they are not fully aware. The most current revisions must be presented for ratification to the current University Leadership³⁵. In harnessing the potential to positively establish a culture of accountability, this recommendation provides a pivotal steppingstone in making that culture a reality.

32 We can look to neighboring local institutions including Holy Family University, Arcadia University, Rutgers University and various community colleges in the area for examples of how to better support La Salle students with disabilities. For more detailed information please see this report's Section Develop A More Affirming And Supportive Campus Environment For Students, Faculty, And Staff Through Support Services And Co-curricular Activities In The Arts recommendation regarding the creation of a Disability Service Center.

33 <https://www.dol.gov/agencies/ofccp/executive-order-11246/ca-11246>

34 See Employee Manual pg. 1-14 referring to "Administrative and Secretarial/Clerical staff" needing to "wear shoes with socks or hosiery" on casual dress days.

35 After being ratified through the proper process, the entire employee manual should be prominently posted on the portal in response to other recommendations of the Joint Commission.

RECOMMENDATION: Edit all University policies, guidelines, procedures, and forms to have inclusive language.

Edits that may be needed to achieve this goal include using “they”, “them”, “themselves”, and “their” in lieu of he/she, his/hers, himself/herself³⁶. All official University forms need to be edited to provide space to designate preferred name and pronouns. The number of all gender restrooms should be increased³⁷. Current and prospective students, staff, and faculty should be allowed to self-identify race and ethnicity in the manner detailed by the U.S. Census³⁸. It is important to note that these edits must include more than a cut and paste attempt and instead be approached in a manner that results in the spirit of each document, form, contract, and offer letter being more inclusive.

RECOMMENDATION: Prioritize the authorization of policies and documents that have been drafted but have yet to be approved, implemented, or published.

La Salle’s *Authorizing Official University Policies Policy* maps out a process for introducing new policies or revising existing policies. Due to various barriers, there are multiple new policies and or proposed revisions that have stalled. Existing memberships with organizations such as National Association of College and University Attorneys (NACUA), the College and University Professional Association for Human Resources (CUPA-HR); and the National Association of College and University Business Officers (NACUBO) can be used to find open-source examples of standard inclusive policy language and templates. At a minimum the following documents need to be reviewed in compliance with the process detailed in the authorization policy and/or created.

- Statement of Non-Discrimination³⁹
- Preferred Name and Identity Policy⁴⁰
- Employee Conduct and Work Performance Policy⁴¹
- Consensual Relationships Policy⁴²
- Telecommuting Policy and Parental and Family Care Leave Policies⁴³

36 See shrm.org/resourcesandtools/legal-and-compliance/employment-law/pages/handbooks-gender-neutral-pronouns.aspx.

37 See Saint Joseph’s University: “Diversity Equity & Inclusions at Saint Joseph’s University: LGTBIA+ Support and Resources.” www.sju.edu/dei/lgbt.

38 For further guidance see questions #8 and #9 on the current U.S. Census Form found at <https://2020census.gov/en/about-questions.html>

39 An example is found in Manhattan College Employee Handbook, July 2019.

40 See SJU’s Chosen Name and Identity Guidelines at sju.edu/dei/lgbt/chosen-name-guidelines. Creation of a preferred name and identity policy should work to improve the ease and accessibility of changes across Divisions and Departments.

41 Examples include Arcadia University, 2019; Brown University, November 2020.

42 Examples of recent updates include Penn State, January 2021; Manhattan College, 2019.

43 Care should be given that these policies are drafted in a manner that they are not overly taxing or burdensome to any gender.

- Salary Administration Guidelines⁴⁴
- Universal Design and Accessibility Strategic Plan⁴⁵

RECOMMENDATION: Revise La Salle’s EEO/Anti-Harassment Policy to incorporate an Ombudsman process for informal resolutions.

La Salle’s *EEO/Anti-Harassment Policy* has not been revised since 2015. Attention should be given to ensure revisions are consistent with federal, state, and local law as well as industry standards⁴⁶. Supervisors should not be encouraged to informally manage discrimination or harassment complaints among supervisees. Instead, the policy’s informal resolution process needs to be codified into a formalized ombudsman program⁴⁷. The Ombudsman program would operate as a volunteer confidential, off the record resource for faculty, staff and students to assist with the management of conflict, resolution of disputes, and problem solving in relation to obstacles to one’s full and successful participation as a member of the University community.

RECOMMENDATION: Create a bias response team and process that is streamlined, forward-facing, and run appropriately.⁴⁸

Currently under the University’s *EEO/Anti-Harassment policy* and the *Student Guide to Rights, Resources, & Responsibilities*, there are varying ways in which to initiate an official complaint of discrimination, harassment, or bias. Through the Truth and Transformation Listening Sessions⁴⁹ and

44 The University’s Salary Administration Guidelines inform employees of the career band system, salary and wage scales within the band, all pay practices (hiring, job re-structuring, promotion), and job enrichment. Historically, these guidelines were made available to supervisors. Reinstating this process of publishing even to a subset of staff (i.e., those with supervising duties) will go a long way to rebuild trust within the employee base. The purpose in making this recommendation is to provide employees opportunities for retention, professional development, and upward career mobility. Lack of knowledge about salary bands impedes the performance evaluation structure and employees’ abilities to manage their own careers and forward movement.

45 In 2017, a multidisciplinary taskforce comprised of thirteen La Salle administrators, faculty, and staff developed a *Universal Design and Accessibility Strategic Plan* (UDASP). The taskforce identified areas of deficiency regarding student, employee, and the public at large’s access the University’s online information systems, programs, and services. Many of the recommendations do not require added funding but instead focus on compliance with the *University’s Web Accessibility Policy*. Following the taskforce’s findings enumerated in UDASP will ensure that the University’s electronic and information technology procurement process and services are accessible to all individuals with disabilities.

46 In general, clarity should be offered at the beginning of the document around confidentiality, complaints made in good faith, and the policy’s applicability to the entire university community, not just employees. Policy language must be deliberate as it conveys the priority of preventing discriminatory and harassing behavior from La Salle’s campus. See Villanova’s EEO policy at studenthandbook.villanova.edu/equal-opportunity-policy

47 Examples of universities that have functioning ombudsman programs include Villanova University, Temple University (<https://education.temple.edu/ombudsperson>), and University of Pennsylvania (<https://ombuds.upenn.edu/what-to-expect/how-we-can-help>). What is also noteworthy in University of Pennsylvania’s program is their clear statement of when and how to access the help, and the clear expectation laid out of what can and cannot be handled.

48 Examples of university bias response processes. see diversity.umd.edu/bias/team/
<https://diversity.upenn.edu/diversity-at-penn/bias-motivated-incident-report>
https://sites.rowan.edu/communitystandards/report_violations/index.html
<https://www.newark.rutgers.edu/BERT#:~:text=WHAT%20IS%20B.E.R.T.%3F,thought%2C%20experience%2C%20and%20identity>
<https://www.sju.edu/offices/titleix-equity/equity/reporting>
<https://www1.villanova.edu/university/diversity-inclusion/report-climate-concern.html>

49 The Truth and Transformation Listening Sessions were created by the Commission for campus community members to share their anecdotal stories of challenging incidents they have encountered on campus as a result of their self-identity.

the 2021 Campus Climate Survey⁵⁰ the Commission learned that many campus community members have difficulty bringing forth a concern and navigating this process. Moving forward La Salle's Bias Incident Response Team should include the personnel who are responsible for investigating complaints (the Office of Human Resources and Public Safety), Student Counseling Center personnel, staff from the Multicultural and International Center, and staff from the Office of Mission, Diversity, and Inclusion⁵¹. The Bias Incident form should allow for separate reports against students and those against employees concerning complaints of being treated in a "biased or discriminatory manner". The form needs to thoroughly explain the process and supports available in a manner that is conscious of the trauma that oftentimes results from experiencing these incidents. The form, which needs to be prominently displayed on La Salle's website and allow for anonymous reporting, should also detail a list of outcomes and provide clear points of contact for each stage in the process. Additionally, the Bias Incident Response Team should be responsible for providing an end of fiscal year report⁵² of bias-related incidents, so that the community can be informed about the prevalence of bias related incidents that occur on campus.

RECOMMENDATION: Expand the scope of the *Best Practices for Recruiting and Retaining Faculty* document to include all University employees.

Although the document is readily available on the portal, the length and format do not promote usage by most search committees, and it only applies to faculty searches. Primarily, and for clarity and conciseness, this document should be rewritten into a policy statement that explicitly states the commitment to being an equal opportunity employer as well as conveying how the University hires employees, its commitment to doing so ethically, and the commitment to employee retention. The remainder of the current document can be transitioned into a meaningfully organized Canvas course, which any search committee member will need to complete⁵³ before beginning a search⁵⁴. Finally, any future Presidential or other cabinet-level position searches must include representation from the Joint Commission of Diversity, Equity, Inclusion on each search committee.

50 From February to March 2021 the Commission took on the process of surveying current La Salle faculty, staff and students regarding their feelings on the campus climate.

51 Examples include Marymount University (<https://marymount.edu/student-life/student-affairs-administration/office-of-the-dean-of-students-equity-and-inclusion/bias-incident-reporting/>); Saint Joseph's University (www.sju.edu/offices/titleix-equity/equity/reporting); Jefferson University (<https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/behavioral-intervention-team/team-members.html>); and Villanova University (https://www1.villanova.edu/content/villanova/provost/diversity/report_bias/_jcr_content/pagecontent/download/file.res/concern-form.pdf).

52 To preserve any confidentiality provisions necessary for investigations, data should be scrubbed and only categorized numbers should be provided.

53 Certificate of completion will come through Human Resources, who can ensure compliance.

54 La Salle's School of Arts and Sciences AY21 to AY23 Strategic Plan put forward a similar requirement. Objective 3.5 Action Step: "Provide and require training in best recruiting practices and implicit bias for any faculty and staff search committees and those responsible for adjunct hiring."

Develop a more affirming and supportive campus environment for students, faculty, and staff through support services and co-curricular activities in the arts

RECOMMENDATION: Create a Center for Diversity and Inclusion⁵⁵ to provide advocacy, resources and sponsorship of initiatives and events that allow students to connect with various expressions of diversity and inclusion.

This center would serve as a hub and bridge of support for identity and cultural organizations,⁵⁶ supplanting the current institutional structures and splintered ways of engagement with identity and cultural groups. The center's programs and events would provide education and skill sets aimed at fostering justice and social transformation, cultural competencies, and ally development. Furthermore, the Center, in partnership with Student Wellness Services, would provide peer-support programming to address feelings and/or complaints of alienation, bullying, harassment, or other uncivil behaviors directed at BIPOC, International, and URM students.

Accompaniment of registered identity and cultural organizations would fall completely under the center including facilitating the appointment of faculty/staff advisors to these student organizations. The center would aim to invite all members of the La Salle community to learn, explore, ask questions, and appreciate competent intercultural interaction.

Grounded in the Lasallian Catholic tradition, the University should continue to enhance its accompaniment of students of diverse religious and spiritual backgrounds. Bolstering staff presence and resources better enable University Ministry, Service and Support, in collaboration with the Center for Diversity and Inclusion, to further enhance support for students in their spiritual journey and further develop interfaith programming.

RECOMMENDATION: Create a spirit of welcome and an inclusive, affirming environment for all members of the LGBTQ+ community and allies.

The University's approach to equity, inclusion, and diversity must be grounded in the Lasallian and Catholic values of respect and reverence for the dignity of all persons, justice, equality, care for the whole person, and *association*. Because of these values, the University should create more holistic development opportunities for LGBTQ+ persons and promote their acceptance in the entire community.⁵⁷ The Center for Diversity and Inclusion, in collaboration with other campus partners, academic departments, and

55 The Center will be a reimagined Multicultural and International Center. The Office of International Affairs would remain under the center's auspices.

56 Current identity and cultural organizations include: the Jewish Student Association, the Muslim Student Association, Black Student Union, the Alliance, Organization of Latin American Students, and the African American Student League.

57 Examples of peer and aspirant Catholic colleges and universities with a strong commitment to the LGBTQ+ community include: College of the Holy Cross, Fordham University, Loyola University of Maryland, Manhattan College, Saint Joseph's University, University of Dayton, Villanova University, Xavier University.

student groups will aim to create educational, spiritual, and social programming. The center would assist the campus community to appreciate the inherent mysteries and paradox of our common human condition and find ways to support all community members to achieve a full range of expression of their own humanity to live authentically. “Passion” without “compassion” is misplaced, and “compassion” without “passion” is mere pity.

RECOMMENDATION: Create a dedicated Office of Disability Services or Specialized Resource Center.

It is imperative to have University wide supports that are aligned with supporting those in our campus community with disabilities. Currently, the University has the La Salle Autism and Developmental Disabilities Education Resources (LADDER)⁵⁸ program that supports students that are neurodivergent; however, the University does not have an Office of Disabilities or a Specialized Resources Center⁵⁹. The University should create an office adequately staffed and resourced to support the inclusion of faculty, staff and students with the proper accommodations⁶⁰. A newly established disability services center or special resources center should work in harmony with a better supported LADDER program. Availability of services should be openly promoted to current and prospective (graduate and undergraduate) students as well as current employees and applicants. The office should also be tasked with providing dedicated quiet space for students who need extended time taking exams, among other initiatives such as:

- Unlimited printing access for those who find reading on screens challenging
- University bee-line reader⁶¹ accounts
- Use audiobooks like those available through services like Bookshare⁶²
- Typed notes or an outline of the lesson to help with note taking
- Grade based on the content that needs to be mastered, not on concepts like spelling
- Building accessibility
- Training for faculty on learning disabilities
- Workplace Accommodations

58 <https://www.lasalle.edu/autism-ladder-center/>

59 See Manhattan College’s Specialized Resource Center | Inside Manhattan. <https://inside.manhattan.edu/academic-resources/specialized-resource-center/index>. Accessed 3 March 2021.

60 Currently the LADDER program on campus supports students who are neurodivergent and students with academic needs (Student Supports), but we do not have a comprehensive office and staff dedicated to accessibility and supports for the larger La Salle community.

61 Bee-Line Reader is a software system which adds color gradients to digital text to improve reading ability and focus.

62 Bookshare is a free online library for students with disabilities.

RECOMMENDATION: Recover and restore⁶³ La Salle’s commitment to co-curricular opportunities in the literary and performing arts to foster an inclusive and more vibrant campus environment.

The literary and performing arts are a crucial point of focus when considering justice, equity, diversity, and inclusion. They enhance student development and campus life, and they offer the opportunity for critical reflection upon La Salle’s diverse cultural community. Poetry, painting, sculpture, theater, film, music, fiction, and non-fiction genres have historically pushed the macro-culture to reconsider its beliefs about justice and equality for all beyond empty philosophical slogans. The arts force a viewer, a reader, a listener, to engage *actively* with the maker’s perspective on his/her purpose and for our purposes, the issues of diversity, equality, and inclusion.

Activism and performance have always been linked and are still in spoken word performances, the stories told in rap lyrics, and the poems read at Presidential Inaugurations. The arts are one of the many tools for change, enlightenment, enrichment, and instruction that the individual and the larger community have at their disposal. Significantly, the arts serve as a medium in which BIPOC students can explore issues of their lived experience and thrive as members of La Salle’s artistic community. Increasing access to the arts holds the promise to foster *association* across our student body in general, and with varied student organizations. Recovering and restoring the flourishing of the arts on campus creates the prospect of inviting the surrounding community into a relationship for a mutually beneficial artistic and creative enrichment.

RECOMMENDATION: As part of the campus master plan, commit to a public arts program reflecting the cultural, ethnic, and religious diversity of the La Salle community.

Public art collections on university campuses expose students, faculty, and staff to diverse perspectives and the creativity and power of visual representation. They provide opportunities to think, engage, and participate in active dialogue about the essence of humankind, the power of artistic expression and the social, public role of art. Public art speaks to the core of who a campus is and strives to be because it is a physical, lasting representation of values. It plays a key role in the identity of a university and its community. Public artworks enliven locations on campus, evoke a sense of place, and create unity. Through the placement of meaningful public art, La Salle can build a sense of community and togetherness. Art on campus can and should reflect our diverse and inclusive community and champion justice and equity. In addition, public art can be used as a pedagogical tool to enrich and expand the experience of teaching and learning, praying, and living on campus. As significant spaces of ideas, imagination, and innovation, public artworks can enhance and shape curricula. Students of various

63 See Appendix D for a list of literary publications, music ensembles, singing groups, and other artistic expressions that formerly enriched the lives of students and animated campus life. To appropriately recover and restore this cultural flourishing requires personnel to serve as advisors or moderators. Conceivably, they can come from the staff and faculty ranks, but also alumni. Additionally, as a review of peer and aspirant institutions indicate, creating a staff position and/or graduate assistant position charged with assisting student groups in all matters required to facilitate activities and to host events on campus. This position would minimize the strain on student organizations to plan and host events, and to ensure that identity and cultural organizations have ample access to creating such opportunities. This role also would help maintain La Salle’s values and protocols when interacting with students and outside professionals.

disciplines benefit from learning and analyzing the artistic, social, political, and historical factors that contribute to an artwork's creation, meaning, and reception.

As our nation grapples with the legacy of our historical monuments, universities are championing the significant role and purpose of public art on their campuses. Recent examples include the installation of Simone Leigh's 16 ft tall sculpture titled *Brick House* (November 2020) at the [University of Pennsylvania](#). *Brick House*, the first sculpture representing a Black woman on Penn's campus, merges human form with architectural elements and references the African diaspora in Philadelphia. Catholic Universities have also embraced the power of public art to champion issues of justice and equity. In October 2020, [The Catholic University of America](#) installed the monument *Angels Unawares* created by Timothy Schmalz. *Angels Unawares* depicts 140 refugees tightly packed together on a boat portraying the continued hardships and realities faced by migrants and refugees. These are but two numerous examples. The Commission acknowledges the expertise and the potential for the Art History faculty and the La Salle Art Museum staff in these endeavors when adequately resourced.

Promote neighborhood collaboration and inclusive economic development

1) Build Capacity and Adopt Best Practices to Foster Engagement with the Surrounding Community

The Commission is charged with recommending ways to improve the university’s relationship with our surrounding community through strategic collaborations with community partners. According to the Carnegie Foundation for Teaching and Learning, community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical community and societal issues; and contribute to the public good.

RECOMMENDATION: Create a Center for Community Engagement that serves as a central repository to deepen and coordinate La Salle’s engagement with its surrounding community.

This center would serve as central repository—a dynamic hub—of information, relationships, and communication that is responsive to community priorities and that connects diverse university resources with priorities articulated by community residents and community partners. Two overarching goals are achieved by the development of this center:

- a) Fostering interprofessional education – reviving the Neighborhood Nursing Center as a keystone to a new center involving students and educators from across Arts and Sciences, Business, and Nursing and Health Sciences.
- b) Co-creating curricular, co-curricular, scholarly initiatives/projects such as service learning, community engaged teaching and learning, joint activities, and/or research.

RECOMMENDATION: Work across the University to address negative and deficit narratives about the surrounding neighborhood held by members of the campus community and beyond.

The primary goal is to commit the University to a focus that “enhances opportunities and resources in partnership with community members and organizations, rather than on ‘fixing’ perceived issues or problems within communities.” We must adopt an anti-racist, asset-based approach in our relationship with the surrounding community. Creating a new Center for Community Engagement, better

understanding the history of our Belfield neighborhood, and acknowledging our own mistakes as an institution are but three ways to ensure our discourse with the community is through an asset lens.

RECOMMENDATION: Join the Place-Based Justice Network as recognition of our institutional commitment to combat systems of oppression.

The Place-Based Justice Network (PBJN) is a “learning community committed to transforming higher education and our communities by deconstructing systems of oppression through place-based community engagement.” Place-based community engagement is defined by the PBJN⁶⁴ as a long-term university-wide commitment to partner with residents, organizations, and other stakeholders to focus equally on campus and community impact within a clearly defined geographic area. Focusing on a place-based community engagement strategy invites institutions of higher education and their communities into a deeper examination of how transformation and change occurs on campus and in communities. This exploration often leads to an analysis of how to address historic and current systems that disenfranchise people based upon color, ethnicity, gender, class, national origin, and many other personal and communal identifiers. By joining La Salle can continue to leverage its existing strengths, engage in discourse, and identify best practices across the country. Seattle University, a Jesuit Catholic institution, serves as PBJN convener.

2) Establish a Supplier Diversity and Local Hiring Policy and Set Meaningful Goals for Inclusion

As an anchor institution with notable buying power, La Salle could make a positive social impact through its hiring and spending practices.

RECOMMENDATION: Improve the internal infrastructure to measure and track inclusionary practices.

Establishing the critical infrastructure to support intentional, inclusionary practices is a critical step towards creating an equitable procurement framework. At the present, there is no comprehensive database tracking funds spent with minority-owned, woman-owned, Philadelphia-based, and surrounding community-based businesses. Creating such a tracking mechanism (in terms of dollars and percentages of overall procurement budget) and conducting an annual benchmark analysis with annual reports provided to the Office of the President will provide the university a valuable tool to measure progress.⁶⁵

64 Jennifer Scott Mobley (2020) Place-based Community Engagement in Higher Education: A Strategy to Transform Universities and Communities, *Christian Higher Education*, 19:1-2, 147-150 <https://www.tandfonline.com/doi/full/10.1080/15363759.2019.1689202?scroll=top&needAccess=true>, Accessed 26 January 2021.

65 Explore using iContract as a means of tracking/compiling comprehensive data points.

RECOMMENDATION: Establish a comprehensive set of supplier diversity and local hiring policies for university procurement activity with performance metrics.

External Engagement

One key step to achieving better results is casting a wider net in who the university engages to encourage participation in procurement opportunities. There are several tactics that can be employed to improve external engagement, including:

- 1) Maintaining an up-to-date list of minority-owned, woman-owned, and city-based businesses for relevant areas of procurement, to be shared with departments for their reference in cases of their direct procurement and to be used by university procurement when seeking proposals.⁶⁶
- 2) Engaging Philadelphia Anchors for Growth and Equity (PAGE) and the Philadelphia Higher Education Network for Neighborhood Development (PHENND) for general group participation and in future specific procurement efforts (including sharing future RFPs and seeking qualified firms to request quotes from on procurement outside of the RFP process).
- 3) Identifying opportunities to leverage collective buying power through the Philadelphia Area Collegiate Cooperative and PAGE, with an emphasis not only on cost but also inclusion.
- 4) Employing intentional approaches to maximizing supplier diversity/local hiring in procurement, such as adding an intake form to the university website for suppliers/contractors to express interest in opportunities, maintaining a distribution list for opportunities, and sharing opportunities with relevant trade groups that support diverse hiring practices.

RFP Process

La Salle's RFP process presents a significant opportunity to incentivize social impact through competitive bidding. As it stands, the university does not have any specific sets of goals or requirements in its RFP language related to inclusion. The following changes to the RFP process are recommended:

- 1) Include supplier diversity and local hiring metrics as part of the evaluation/decision-making process.⁶⁷
- 2) Require contract awardees to track their performance against the metrics provided in their RFP response.
- 3) Establish a policy that requires the university to seek at least one bid from a minority-/woman-owned business or a city-based business (or demonstrate why that cannot be done).

66 Using the City of Philadelphia's database of certified M/WBEs as a baseline, identify additional businesses that provide applicable services/products that may not be certified.

67 This should be completed prior to the issuance of the next food service contract. This practice is low-hanging fruit that would provide the University with a "quick win."

Procurement Outside of the RFP Process

While the RFP process accounts for several high-budget expenditures, it is just as important to encourage supplier diversity and local spending on smaller contracts, given the increased pool of small, locally owned, minority-owned, and women-owned businesses that can meet these various needs. The following strategies could improve outcomes and instill a culture of inclusion:

- 1) Provide concrete guidance to departments making purchases that supplier diversity and local hiring are to be prioritized.
- 2) In the case of spending over \$5,000 when bids must be sought, require departments to include at least one bid from a minority-/woman-owned business or a city-based business (or demonstrate why that cannot be done).
- 3) Identify means of centralizing procurement opportunities where possible.

RECOMMENDATION: Employ strategies that increase the number of direct hires that live within the University's surrounding community.

Another measure of how La Salle is maximizing community impact through university spending power is the degree to which its faculty and staff are members of the surrounding community. As an anchor institution, La Salle prides itself on its relationship with the neighborhood and the City of Philadelphia. To demonstrate the university is of the community and for the community, it is essential that its hiring practices include the community and that employees view themselves as part of the community, as well. Strategies to achieve this include:

- 1) Creating an incentive policy that encourages university employees to live in the city, such as participating in the Philadelphia HomeBuyNow Program.⁶⁸ Such an effort would serve to further integrate La Salle with the surrounding community by creating further opportunities for shared experiences. It is **not** recommended that the university acquire any property for this purpose – this is not a displacement strategy, but an initiative to further demonstrate La Salle is in association with the community.
- 2) Including a preferential option for qualified candidates in the application process for residents of targeted ZIP codes. Such an approach is becoming standard practice among universities and demonstrates a commitment to including nearby residents in permanent employment opportunities. Recommended ZIP codes include:

- 19120
- 19126
- 19138
- 19140
- 19141
- 19144

68 Penn, Drexel, SJU, and Temple participate in this program - www.cedphilly.org/philadelphia-home-buy-now.

RECOMMENDATION: Create a neighborhood reinvestment initiative with specific implementation strategies.

A truly integrated approach to La Salle’s investment in the relationship it has with the surrounding community also calls for more macro-level strategies. The University has a role to play not only in terms of engagement, programs, contracts, and hiring, but also in supporting the vitality of the surrounding built environment. In partnership with community stakeholders, La Salle can further its role as a community anchor by helping to spearhead an inclusive reinvestment initiative, with a focus on areas of collective neighborhood benefit. It is critical to emphasize that such an initiative is **not** a gentrification through displacement strategy, but an inclusive planning and economic development effort.

Prior to creating such an initiative, an analysis of current conditions, future opportunities, and measurable benchmarks for success should be completed. This analysis should be completed by local partners with expertise in urban planning, real estate, and community development – in partnership with community stakeholders – to develop a report that lays the groundwork for an appropriate scope and creates an implementation strategy that identifies resources and partnerships that can be leveraged. There are three options the University could consider completing this exercise:

- Engaging the Urban Land Institute to conduct a Technical Assistance Panel for the nearby gateways and corridors that connect to La Salle and its institutional neighbors.⁶⁹
- Working with Penn’s Graduate Planning/Design program and/or Drexel’s Architecture/Design program for a potential urban design/economic development studio project.
- Engaging the Community Design Collaborative through AIA or other trade groups that provide nonprofit consulting to complete a targeted design study.

69 See Urban Land Institute. “Revitalizing the York Road Corridor.” https://ulidigitalmarketing.blob.core.windows.net/ulidcnc/2011/05/York-Road-TAP_Report.pdf, Accessed 27 April 2021.; “York Road Initiative.” Loyola University of Maryland, www.loyola.edu/department/ccsj/york-road-initiative, Accessed 27 April 2021.

Recruit, hire, and retain a more diverse administration, faculty, and staff

1) Recruitment and Hiring

RECOMMENDATION: Create a tone at the top that values and invests in JEDI and is reflected by leadership composition, resource allocation, and development.

Research by Bruinsma Wemmenhove (2009)⁷⁰ tells us that tone at the top matters, that when it comes to corporate culture and values, unless leadership espouses and models such values, the organization will neither embody nor sustain them. At times, popular culture is a better teacher of these principles than academia as evidenced by a recent episode of Zoey's Extraordinary Playlist (February 9, 2021). In response to an employee calling out an organizational bias, the organization responds by seeking to silence the lone speaker, calling for a retraction. When other voices join in to report similar experiences, the organization must reckon with its part in the problem and address it from that perspective. The episode powerfully communicates the message that such systemic change must begin at the top with the board of directors. Its composition must change to include persons of color and other underrepresented groups so that they may be part of leadership and the conversation, which sets organizational policy and strategy; provides direction on issues of JEDI from a lived experience; and holds the organization accountable when it falls short. It is simply not enough to address one by one each individual instance where principles of JEDI are dishonored.

One need not look much further than the composition of the University Board of Trustees and Presidential Advisory Council that are predominantly white male in composition. At La Salle, only 23.7% of Board members are women while nearly 60% of its student body are women. More recent data released by the Forum of Executive Women report that not only does La Salle's Board of Trustees not meet the recommended 30% benchmark, but it has also lost ground. The Women's Nonprofit Leadership Initiative reports that in 2021, only 18.9% of La Salle Trustees are women, down from 23.7% in 2019.⁷¹ La Salle is only one of two Philadelphia area higher education institutions that did not make forward progress over this time. While it is understandable that these groups would not integrate overnight given that the University was founded by a religious community of brothers and, at its origin, was designed exclusively to serve men until the 1970s, surely 50 years is enough time for these groups to have secured gender and racial parity comparable to its student body. What is more, in the University's current strategic plan, Momentum 2022, unfortunately, there is not even a material mention of equity, diversity, and inclusion as a university goal or objective, let alone a priority.

La Salle must espouse these values at every level and translate them into goals and objectives in our structures, goals, and objectives. We are not living more fully the talk of justice, equity, diversity, and inclusion, at least when it comes to those in the front of the classroom and senior staff.⁷² What is more,

70 Bruinsma, C. and Wemmenhove, P. (2009) Tone at the Top Is Vital: A Delphi Study, ISACA Journal, Vol. 3. Accessed 3 March 2021.

71 Unpublished Research Data included in email from Carolyn Adams, Women's Nonprofit Leadership Initiative (<https://www.wnli.org>) to Laura Otten, LaSalle Nonprofit Center, March 2021.

72 Benson, C. (2010) Chapter Project: Walking the Talk. This project is a variation of a teaching exercise developed and presented by Christina C. Benson to the Academy of Legal Studies in Business Master Teacher Symposium in August 2010 and published in Halbert, T. & Ingulli, E. (2018) Law and Ethics in the Business Environment 9 E, Boston, MA: Cengage Learning.

research shows that it is good business to engender diversity in leadership and overall workforce. Leading business publications such as Forbes report on emerging research that shows racially diverse workforces outperform others.⁷³ If not for moral or altruistic reasons, La Salle should embrace diversity as good for the bottom line, especially given that it is experiencing financial challenges.

Furthermore, it is not enough to adopt policy and procedures, which champion justice, equity, diversity, and inclusion. We must find ways to enforce their practice in the ordinary course, not the exception. La Salle has long represented that it is an affirmative action employer. The reality is that too often executive level jobs are filled in an expedited fashion by white males without being posted. This lessens the opportunity to not only find the best-qualified person for the job but forecloses women and persons of color from the opportunity even to pursue such positions. Research into these practices suggests change is needed to keep URM groups from being denied access to leadership opportunities.

RECOMMENDATION: Assess equity in pay for staff and faculty. Publish and, if not existent, establish salary bands for faculty and staff positions and advertise them in connection with all future hiring and promotion.

To recruit and hire employees, La Salle must be more transparent in its practices. At present, there is a gross disparity among faculty salaries, approaching \$150K. Is it equitable, that a religion professor should make \$50K while a business professor makes more than \$200K when their responsibilities for teaching, research, and service are comparable? Because its faculty earn more, it costs more to educate a school of business student. Should arts and science and nursing students, who pay the very same tuition as business students, be made to, in effect, subsidize that education? It is especially onerous for them to do so given that, traditionally, they will earn less upon graduation.

While market conditions may justify some modest differential in faculty salaries across disciplines, the disparity in faculty salaries noted here is beyond that. We recommend La Salle publish salary bands for Instructor, Assistant Professor, Associate Professor and Professor positions, and that the salary band for each position not exceed \$20,000 from low to high. Such differential could be used to account for applicants' differing degrees held or years of experience within each rank. Institutions such as Stockton University⁷⁴ and Rider University⁷⁵ use a comparable scheme. Such a scheme could look like this:

Instructor: \$50—70K with most hired at the median 60
Assistant Professor*: \$70-90K with most hired at the median of 80
Associate Professor*: \$90-110K with most hired at the median of 100
Professor*: \$110-130K with most hired at the median of 120

*Requires Terminal Degree

Published salary bands also may be employed for setting staff salaries and in non-union environments⁷⁶

73 Tulshyan, R., Forbes (January 30, 2015) (<https://www.forbes.com/sites/ruchikatulshyan/2015/01/30/racially-diverse-companies-outperform-industry-norms-by-30/#3273731d627d>)

74 Stockton University Salary Bands https://www.stockton.edu/human-resources/documents/AFT_FT_2015_2019_final_contract.pdf pp. 68-73)

75 Rider University Salary Bands (<https://www.rideraau.net/contract.htm> Article XXXIV p.1-2)

76 See Drexel drexel.edu/hr/career/ducomp/salstructure/.

The benefits of such a scheme are many. Existing faculty would have assurance that he/she/they are being paid comparable to peers with similar education, experience and workload. Second, prospective faculty could assess salary information prior to committing to the application and interview process and understand what an offer from La Salle might look like and whether it is attractive to them. Third, it would save administrative time of La Salle faculty and staff in processing the candidacies of prospective applicants who are not willing or able to work for the salary that La Salle is both willing and able to pay.⁷⁷ If deemed necessary, exceptions to these bands could be in the form of Endowed Professorships reserved for persons with exceptional expertise and experience in highly competitive fields that command a premium salary and identified as such. If deemed necessary for fiscal purposes, this scheme could be applied on a forward-looking basis, with salaries adjusted for existing faculty as retirements occur and immediately in the case of all new hires. Whether overall salary bands are established or not, there should be an indication of the salary range included in the posting for all positions to achieve transparency.

RECOMMENDATION: Recruit and hire members of URM groups for faculty positions and enhance their retention by providing the support and opportunities necessary for their professional development and success.

The *Best Practices for Recruiting and Retaining Faculty* (revised 2018) must be utilized, not merely suggested. While there are ways in which the document should be revised further to show even greater commitment to enhancing diversity, equity, and inclusion at La Salle at present, it is a robust guidepost grounded in research and with reference to peer and aspirant institutional best practices. It compares favorably to others we have examined.

La Salle data reveals no meaningful progress toward diversifying our faculty which highlights a material gap considering the diversity of our student body.

Full Time Faculty	Total	Of Color or		Of Color [^]
		White	White Hispanic*	
Professor	40	32 (85%)	6 (15%)	5 (12.5%)
Associate Professor	81	71 (87.7%)	10 (12.3%)	9 (11.1%)
Assistant Professor	69	61 (88.4 %)	8 (11.6%)	7 (10.1%)
Instructor	10	9 (90%)	1 (10%)	1 (10%)

*1 Full Professor, 1 Associate Professor and 1 Assistant Professor identify as White Hispanics.

[^] When White Hispanics are excluded from calculations

77 McLaren, S., Linked In Blog (April 2, 2019) 4 Reasons It Pays to Share Salary Ranges, According to Companies That Do <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2019/4-reasons-it-pays-to-share-salary-ranges-according-to-companies-that-do>

Notably, the above data shows La Salle has only one (1) female full professor of color (Asian) and seven (7) tenure or tenure track African Americans (or those who identify with more than one race)⁷⁸. During the process of drafting this report two women of color were promoted to Full Professor.

The Human Resources Department should be empowered to play an enhanced role in hiring as a check and balance on candidate review and selection with a special focus on women and historically underrepresented racial and ethnic groups. All faculty search committees should include at least one representative from each school and a representative from the Office of Mission, Diversity, and Inclusion, to ensure diversity and inclusion is valued in recruitment and hiring decisions⁷⁹.

RECOMMENDATION: Hire multilingual, BIPOC, and culturally knowledgeable staff throughout the University.

The void of multilingual, culturally competent staff in offices such as but not limited to University Enrollment, Marketing and Communications, Admissions, the Registrar, Student Accounts Receivable (SAR), University Advancement, and Athletics and Recreation should be filled. While the Commission believes this matter is an item to address among the broader University community below are some specific examples:

- University Enrollment, Marketing, and Communications should take care to diversify and empower their staff, to center multiple perspectives and in turn broaden what is deemed “newsworthy.”
- The Office of Admissions should take care to hire staff with native or near native fluency in Spanish to administer Spanish speaking tours.
- Student Accounts Receivable (SAR) and the Registrar’s Office should take care to hire staff with native or near native fluency in Spanish to assist students with complex transactions.
- University Advancement should take care to hire culturally diverse staff willing and able to tap into underrepresented pools of donors.
- Athletics and Recreation should take care to hire culturally knowledgeable staff to advise student athletes.

Not only will the hiring of staff meet student needs, but it will also prevent the system of exploitation of any existing multilingual staff, who are few, but repeatedly are asked to use their language skills to perform roles beyond that of their job. The ability to perform job duties in more than one language is a skill set that should be appropriately compensated. While Spanish speaking personnel is the University’s most pressing need because of programs like BUSCA and the Hispanic Institute, the University should conduct an audit of the most spoken languages by students and student families, including international students, and try to gain staff that are fluent in the languages most needed.

78 A 2017 article in the *Philadelphia Inquirer* shows *La Salle’s faculty to be the least diverse in the area colleges studied* while having one of the most diverse student population in which we should take great pride. Lai, J., *Philadelphia Inquirer* (January 8, 2017) *Diversity at Colleges? Not in the Front of the Classroom* <https://www.inquirer.com/education/inq/diversity-colleges-not-front-classroom-20170110.html-2>

79 In a JEDI strategic planning process the University should consider the appointment of a JEDI officer.

2) Staff Retention

RECOMMENDATION: Enhance the retention efforts for URM staff members by providing the support and opportunities necessary for their professional development and success.

The Commission supported a campus wide survey while undertaking research for this report. The 2021 Campus Climate Survey engaged students, faculty, and staff about issues related to climate and culture. La Salle staff had the highest response rate of the populations surveyed with a robust 54% of staff responding. Respondents answered questions about their perceptions of the overall University and about their personal experiences and perspectives related to diversity, inclusion, and belonging. Although the analysis of results is ongoing, the survey found significant differences in white and non-white staff experiences of harassment and discrimination⁸⁰. Employees are less likely to stay in a position if their work environment does not support them.

In order to increase retention of URM staff each division leader should regularly assess the representation of diversity in the division across all levels. They may also create opportunities for underrepresented staff to develop their leadership and professional skills by providing them with the opportunity and support to participate in activities including the following: campus governance, professional conferences, and leadership programs. Affinity groups or employee resource groups⁸¹ should be established to enhance retention of staff through advocacy, mentoring, and professional development.

RECOMMENDATION: Create a staff council to provide staff a meaningful way for shared governance.

A staff council would provide staff a representative space to share common concerns particularly those related to justice, equity, diversity, and inclusion issues, and effectively communicate shared concerns and needs to university administration, build opportunities for ongoing professional development, and foster collective identity and morale. Multiple models for the staff council could be explored based on the experience of other colleges and universities⁸².

3) Faculty Retention

A strong faculty recruitment plan must be accompanied by a strong retention plan. Recruitment and retention must be considered jointly to implement plans that effectively and successfully diversify our faculty. The need is urgent, not only to support the few URM faculty we have, but also to better reflect the city and neighborhood in which we are located. According to the U.S. Census, 43.6% of the

⁸⁰ See Appendix F.

⁸¹ Affinity groups and employee resource groups bring together employees of similar backgrounds and/or common interests. Many are structured around race, ethnicity, gender or the intersection of an employee's self-identity.

⁸² St. Mary's College of California-Moraga, Villanova, American, and NJIT (among others).

city's population is Black.⁸³ Our neighborhood of Belfield is 79.3% Black,⁸⁴ and nearby Germantown is 62.5% Black, yet the number of full-time tenured or tenure track Black men can be counted on our hands, and the number for Black women is not much better. However, not all the Commission reports is disheartening. The School of Arts and Sciences started working on justice, equity, diversity, and inclusion matters prior to the creation of the Commission. Recruiting and retaining a diverse faculty is a key part of the school's strategic plan.

Approaches to the retention of URM faculty must be, as Manhattan College's Diversity Council notes, "strategic" and "multifaceted."⁸⁵ After examining recommendations and best practices from many sources, as well as considering our own specific contexts at La Salle, the Commission recommends that the university take steps in the following areas: climate and culture; cluster hiring; resources; workload; mentoring; and valuing and recognizing the work of BIPOC and other URM faculty. The university's work toward better retention of URM faculty should not be limited to the areas outlined. However, these are the areas in greatest need of immediate attention.

Improving retention should not just be conceptualized as a strategic institutional initiative, but part of a broader institutional shift to better align the University with our mission and universally recognized ethical practices. Many URM faculty as well as female faculty continue to encounter negative experiences on campus. Implementing the recommendations in this section will not only offer the university an economic benefit by reducing faculty turnover and increasing the retention of some of our highest contributing members of the community, but will, more importantly, also start to minimize the unethical working conditions faced by many of our URM faculty.

RECOMMENDATION: Invest in building and maintaining a campus climate that not only protects URM faculty from direct harms, but also supports their development and values their contributions.

While our campus climate survey is an important first step in identifying key areas for improvement, "real and sustained change of climate will require iterative assessment, interventions and follow-up evaluation."⁸⁶ To retain URM faculty, the campus climate must be improved to not only adequately protect URM faculty from direct harassment, prejudice, and discrimination, but also to genuinely and meaningfully support and value the contributions of URM faculty members. Understanding culture from a multidimensional framework shows the multiple avenues possible for intervention and improvement. In one model supported by the Association of American Colleges and Universities, organizational behaviors impacting climate can be categorized as the systemic dimension (strategic efforts to recruit and retain URM faculty), the bureaucratic/structural dimension (goals and values coordinated horizontally across university divisions), collegial dimension (build coalitions to collaboratively engage in change), political dimension (recognize existing power structures and redistribute resources

83 <https://www.census.gov/quickfacts/fact/table/philadelphiacountypennsylvania/RHI125219#RHI125219>

84 <https://www.city-data.com/neighborhood/Belfield-Philadelphia-PA.html>

85 Diversity Council, Manhattan College. "Goal 2: Recruitment and Retention of Employees of Color." <https://manhattan.edu/about/leadership-governance/diversity-council.php>.

86 Whittaker, J.A., Montgomery, B.L., & Martinez Acosta, V.G. (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. *Journal of Undergraduate Neuroscience Education*, 13(3): A136-A145. Pg. A140.

accordingly), and the symbolic dimension (articulate values through symbolic efforts such as addressing campus history of oppression).⁸⁷

Currently, there is extraordinarily little about La Salle’s institutional culture to give URM faculty any confidence that this campus is a safe, let alone desirable, workplace. The 2021 Campus Climate Survey revealed some key statistically significant differences in Climate Survey campus perceptions between white and non-white faculty members⁸⁸. Non-white faculty were significantly more likely to indicate disagreement with the following survey items:

- When offensive or hostile language, jokes, or behavior is used, it is communicated to the offenders that this is unacceptable at La Salle University.
- I believe La Salle University leadership will take appropriate action in response to incidents of harassment or discrimination.
- La Salle University leadership shows that diversity is valued and an important mission driven initiative through its actions.
- The Provost’s Office shows that diversity, equity, and inclusion are important through their actions.

And, not surprisingly, non-white, and female faculty were significantly more likely to have reported experiencing discrimination at La Salle or by a person affiliated with the university. While 24 percent of white faculty reported experiencing discrimination at least once, 47 percent of non-white faculty reported experiencing discrimination at least once. Similarly, 14 percent of men, but 34 percent of women reported experiencing discrimination.

RECOMMENDATION: Employ cluster hiring as a strategy to help minimize feelings of isolation and overload for URM faculty.

While cluster hiring is frequently recommended as a recruitment tool, it is also relevant to retention. According to Western Washington University, hiring more than one person of color at a time can help minimize feelings of isolation and overload.⁸⁹ According to Carla Freeman, Senior Associate Dean of Faculty at Emory University’s College of Arts and Sciences, “being part of a cluster—whether within a single department or across disciplines—can mitigate the isolation often felt by people from an underrepresented demographic on campus.” She adds, “clusters begin to change the conversations and enrich departmental and campus culture more generally.”⁹⁰ Manhattan College’s Diversity Council also recommends cluster hiring.⁹¹

87 Williams, D.A., Berger, J.B., & McClendon, S.A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Association of American Colleges and Universities. https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf

88 See Appendix G.

89 Guenter-Schlesinger, S. & Ojikutu, K. (2009). *Best Practices: Recruiting and Retaining Faculty and Staff of Color*. Western Washington University. Pg. 7. https://provost.wvu.edu/files/2020-10/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf

90 Carla Freeman. “The Case for Cluster Hiring to Diversify Your Faculty.” *Chronicle of Higher Education*. October 9, 2019, https://www.chronicle.com/article/the-case-for-cluster-hiring-to-diversify-your-faculty/?cid2=gen_login_refresh&cid=gen_sign_in

91 Diversity Council, Manhattan College. “Goal 2: Recruitment and Retention of Employees of Color.” <https://manhattan.edu/about/leadership-governance/diversity-council.php>.

RECOMMENDATION: Demonstrate a sincere commitment to retaining underrepresented minoritized faculty by devoting necessary financial resources to cluster hiring, competitive salary and research support, and other grant and fundraising initiatives.

Resources are relevant to retention in several ways. Western Washington’s *Best Practices* manual devotes an entire section to funding initiatives. In addition to the cluster hiring, their recommended initiatives include:

- Competitive starting salary and start-up incentives such as labs and equipment. (See Faculty Recruitment and Hiring section on salary bands as well.)
- Funding for research projects.
- Support for publishing
- Internal grant programs that provide financial support to departments with new hires.
- Fundraising campaigns to support faculty and staff diversity.⁹²

Support of research should include publishing expenses such as professional editing, indexing, and securing permissions for images. The vast majority of faculty simply cannot afford to pay these types of expenses on a regular basis. This lack of support creates tremendous inequities among faculty and advantages those with the financial means to pay for these necessary publishing services.

Resource allocation in these areas is not just the ethical policy, but also a smart financial decision. Investing in talented faculty members has countless long-term financial benefits to the institution in terms of reducing faculty turnover and generating “news-worthy” scholarship. And, most importantly, investing in URM faculty has significant implications for faculty-student relationships, which directly translate into financial gains by improving student retention, recruitment, and alumni giving.

RECOMMENDATION: Create just and equitable workloads that foster work-life balance and end exploitative practices that particularly harm BIPOC and other URM faculty members.

Columbia University’s *Best Practices for Faculty Retention* indicates that “course and service commitments” should be monitored to “ensure faculty have feasible workloads.”⁹³ However, a 2017 study by the Social Sciences Feminist Network Research Interest Group at the University of Oregon concluded that “faculty of color, queer faculty, and faculty from working class backgrounds together spent a disproportionate amount of their time on the ‘invisible’ work of academia, leaving them less

92 Guenter-Schlesinger, S. & Ojikutu, K. (2009). *Best Practices: Recruiting and Retaining Faculty and Staff of Color*. Western Washington University. https://provost.wvu.edu/files/2020-10/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf; Columbia University makes similar recommendations for retention, particularly including financial support for research. Columbia University (2018). *Best Practices for Faculty Retention*. <https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

93 Columbia University (2018). *Best Practices for Faculty Retention*. <https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

time for the work that matters for tenure and promotion.”⁹⁴ Invisible work, as defined by the authors includes, but is not limited to, work such as “making the academy a better place” (like the work of this commission), “care work” such as mentoring, writing letters of recommendations, forwarding research and job opportunities to advisees and providing general advice, among others. The authors note that “all of these activities are hidden under the category of ‘teaching,’ ‘chairing,’ or ‘advising.’” The authors also point to the additional burden of invisible work many women face at home due to having more household responsibilities at home than their male counterparts. Furthermore, they reference studies that note “women who decide to marry and have families are penalized in academia, whereas the opposite is true for men... married women are paid less and are also less likely to have tenure while married men are paid more and are more likely to have tenure, even though women are just as productive as their male counterparts.”⁹⁵

The University of Oregon study also points to what Amado Padilla coined as “cultural taxation,” which refers to the increased burden of faculty of color experience to address diversity-related departmental and university issues. “[C]ultural taxation may manifest itself in a variety of ways, including expectations that faculty of color will serve on diversity committee, advise students of color, and give public lectures on diversity. Faculty of color may also be called upon to speak for their race or other minorities in faculty meetings... In addition to the added diversity work, faculty of color are expected to teach the same course load and have the same research obligations as their white peers”.⁹⁶ Finally, the University of Oregon authors note that the disproportionate amounts of time women and faculty of color spend on service, mentoring, and diversity issues often lead to them missing activities that contribute to professional advancement. The University of Oregon study as well as a study in the *Journal of Undergraduate Neuroscience Education* highlight how the above outlined treatment and disparities faced by underrepresented faculty often have a negative impact on both mental and physical health.⁹⁷

In addition to appropriate compensation for inequitable workloads, Columbia University provides several other excellent recommendations on offering fair workloads that support work-life balance and improve faculty morale. Some of their recommendations include the following initiatives:

- Parental Workload Relief program
- Dual Career Services
- Childcare Services
- Financial assistance programs for faculty caring for and educating their children
- Relocation assistance programs
- Higher Education Recruitment Consortium (HERC) (p.9)⁹⁸

94 Social Sciences Feminist Network Research Interest Group. (2017). The Burden of Invisible Work in Academia: Social Inequalities and Time Use in Five University Departments. *Humboldt Journal of Social Relations*, 39, 228-245

95 Id. pg. 231.

96 Id. pg. 232.

97 Social Sciences Feminist Network Research Interest Group (2017); Whittaker, Montgomery, & Martinez Acosta. (2015).

98 Columbia University (2018). Best Practices for Faculty Retention. <https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

Another strategy for minimizing workload for URM faculty is for the university to promote and support collaborative engagement so that workloads could be shared more equitably.⁹⁹

Keeping in mind all the above information, it is important to point out that La Salle's planned implementation of a 4/4 teaching load for most, if not all full-time tenured faculty, including highly productive researchers and scholars is in direct conflict with implementing equitable workloads that support work-life balance and strategies that will attract and retain URM faculty. Furthermore, 4/4 teaching loads are not in line with the teaching loads of many area universities such as St. Joe's, Villanova, and University of the Sciences, which all have 3/3 teaching loads. And while Temple University is an R1 university, it still provides valuable points of comparison. 4/4 teaching loads at Temple are reserved for full-time non-tenured or tenure track. These positions are exclusively teaching positions and faculty are not required to conduct research and publish, advise, serve on committees, or do other service work. At La Salle, the expectation is that there be a 4/4 load, with continued research and publication, advising, committee work, and other service, in addition to countless invisible labor. This is not equitable, nor is it good for health, morale, or retention.

RECOMMENDATION: Develop an institutional and peer mentoring program for URM faculty and support mentors with meaningful recognition and resources.

Several evidence-based models of faculty mentoring could provide guidance in creating a program that is the best fit for La Salle. Many of these mentoring programs are one piece in a broader faculty retention initiative. For example, one initiative at the University of California, San Diego (UCSD) School of Medicine yielded a significant increase in the four-year retention rate of junior URM faculty from only 58 percent prior to the initiative to 80 percent after the initiative.¹⁰⁰ This initiative included the following components, with mentorship as a key part of the initiative:

1. Twelve half-day *faculty development workshops* on goal setting and preparing the academic portfolio, principles of teaching and learning, leadership styles, negotiation skills, stress management, UCSD academic resources, UCSD grant resources, grant-writing, conflict resolution, curriculum development, performance evaluation, and effective presentation skills.
2. A structured seven-month, *one-on-one instrumental mentoring program* (averaging 12 hours per month).
3. A two-hour *academic performance counseling session*.
4. A professional development *project*¹⁰¹ (emphasis added)

99 Whittaker, Montgomery, & Martinez Acosta. (2015).

As explained by Whitaker and colleagues, “[s]pecific means for accomplishing collaborative engagement can include encouraging and urging information sharing or sharing tools, resources, and/or work spaces – towards basic goals. Furthermore, intramural financial or administrative programs could be developed and provided to stimulate collaborative research initiatives” (pg. A141). The main purpose of these initiatives is to reduce workload by more purposefully creating opportunities for shared workload.

100 Daley, S., Wingard, D.L., & Reznick, V. (2006). Improving the Retention of Underrepresented Minority Faculty in Academic Medicine. *Journal of the National Medical Association*, 98 (9): 1435-1440.

101 Daley, Wingard & Reznick. Pg. 1437.

It thus appears that when paired with broader faculty development programming, mentoring can play a key role in improving the retention of URM faculty.¹⁰² A mentoring program could also be supplemented with online mentoring resources.¹⁰³ While valuable resources, online programs should only *supplement* in-person campus mentoring programs. Whitaker and colleagues appropriately caution: “Some of these programs are fee-based and despite providing excellent resources can serve to give institutions a false sense that they have invested in resources to ‘fix’ the problem of mentoring minorities and promoting URM leadership. Local heuristic knowledge is still vitally important and should be addressed by local, contextual provision of mentoring resources.”¹⁰⁴

When developing a mentoring program, it is also important to consider the types of forms of mentorship that URM faculty have reported to be valuable. Hearing input from current URM faculty at La Salle will be critical, but some existing research has also documented themes in valued mentorship.¹⁰⁵ Effective mentoring also requires purposeful training and support. Some curricula already exist for faculty mentors, including training developed by the University of Wisconsin’s Institute for Clinical and Translational Research. In addition to receiving formal training, mentors should have a particular knowledge base on systems of oppression. As emphasized by Zambrana et al. (2015), “[m]entors should also understand and be able to discuss the historical, structural, and institutional biases that have led to the underrepresentation of these populations in the academy” (67).¹⁰⁶ The need for such knowledge, which often comes from lived experience as a person subject to systems of oppression, means that a disproportionate number of mentoring responsibilities *may* fall to faculty or staff who are from underrepresented minoritized groups themselves. To appropriately account for the time commitment and value given by mentors, the university will need to provide mentors with financial compensation, course load reductions, or, at a bare minimum, release from other forms of university service. Failure to do so will result in the further exploitation of URM faculty and staff.

102 See another mentoring model to consider here: Lewellen-Williams, C., Johnson, V.A., Deloney, L.A., Thomas, B.R., Goyol, A., & Henry-Tillman, R. (2006). The POD: A New Model for Mentoring Underrepresented Minority Faculty. *Academic Medicine*, 81 (3): 275-279.

103 As explained by Whitaker et al. (2015), “the creation of online social networks may serve to reduce isolation... In fact highly successful, national mentoring networks with large online or electronically delivered components exist to support faculty of color – e.g., MentorNet (<http://www.mentornet.net/>) and the National Center for Faculty Development and Diversity (NCFDD, <https://facultydiversity.site-ym.com/>)”.

104 Whittaker, Montgomery, & Martinez Acosta (2015). Pg. A141.

105 One study based on in-depth interviews and focus groups with 58 URM faculty uncovered several key themes:

- “[Effective] mentors also transmitted multiple forms of social capital in the form of knowledge on how to negotiate institutions, cultural and political norms at PWIs [predominately white institutions] with a focus on unwritten rules, how to identify mentors and access support, how to access opportunity structures (e.g., financial support), and how to interact with others, especially potential mentors”.
- “Reminding participants that they were “the brightest” and “most capable” helped URM faculty overcome the “imposter syndrome.”... Participants often spoke about the fear of being perceived as “Affirmative Action hires” who were not recognized for the merit of their work... Strong mentoring relationships with URM administrators mitigated pervasive feelings of being perceived as interlopers and offered a sense of belonging.”
- “Ideal mentors promoted the careers of their mentees with strategies that included: (a) forging connections to faculty who had power and prestige, (b) providing concrete scholarly opportunities along with offering moral support and encouragement in ways that promoted their autonomy and independent scholarship, and (c) using a hands-on approach.”

Considering these themes, a mentoring program must be developed with a strengths-based focus that identifies the valuable contributions of URM faculty as opposed to a deficit-based focus.

Zambrana, R.E., Ray, R., Espino, M.M., Castro, C., Douthirt Cohen, B., & Eliason, J. (2015). “Don’t Leave Us Behind”: The Importance of Mentoring for Underrepresented Minority Faculty. *American Educational Research Journal*, 52 (1): 40-72.

106 Zambrana et al. (2015).

RECOMMENDATION: Expand the breadth of disciplines, types of achievements, and faculty that are celebrated and/or featured in university media. Provide training to University Media and Communications to understand different academic disciplines as well as JEDI issues.

For years, La Salle’s Faculty Experts Guide featured only white faculty except for two men of color. This was not changed until late 2020. Why only certain faculty and certain disciplines are deemed worthy of praise and publicity must be examined. Those in charge of promoting the university and creating news stories could benefit from training on the value of different disciplines and diverse perspectives in those disciplines. Research by Whittaker and colleagues generated important findings about how administrative decisions can truly value the work of URM faculty: “It is vitally important for faculty of color to be included in conversations and not be “talked about” or “talked to”, but to be engaged in conversation – especially when it comes to issues which involve them. It is important for the institution, department or division to simply see an URM colleague first as a ‘person’ of equal worth and capacity, not only as an URM, or an inferior being.”¹⁰⁷

4) Tenure and Promotion

RECOMMENDATION: Ensure the tenure and promotion process is equitable and values diversity, equity, and inclusion work by adopting the retention recommendations to retain underrepresented minoritized faculty.

Recruiting a more diverse pool of faculty is only a first step. To create meaningful transformation on campus, both in terms of representation and equity, we must have a tenure and promotion (T&P) process that is just, and values diverse types of contributions to the university community, to retain URM faculty. Lack of faculty diversity, particularly at top ranks, is a problem nationwide. Data show that full-time faculty of color are most likely to be assistant professors, but least likely to be associate or full professors.¹⁰⁸ One particularly stark example of this issue is the fact that nationally, only about 2% of full professors are Black women and less than 2% are Hispanic women.¹⁰⁹ Unfortunately, La Salle is not immune to these nationwide problems. As indicated in the faculty recruitment section, La Salle has little diversity among its faculty, particularly at higher ranks. At the time of the writing of this report, there was only one woman of color at the rank of full professor at our institution. During the spring of 2021, two women of color were promoted to full professor and will hold the rank in the fall of 2021, which leaves the total at only three women of color at the rank of full professor. Despite the dwindling numbers, these recent promotions are a move in a positive direction, and by implementing the commission’s recommendations related to faculty recruitment and retention outlined in previous sections, including

107 Whittaker, Montgomery, & Martinez Acosta (2015). Pg. A141.

108 McChesney, J. & Bichsel, J. (2020). The Aging of Tenure-Track Faculty in Higher Education: Implications for Succession and Diversity (Research Report). CUPA-HR. <https://www.cupahr.org/surveys/research-briefs/2020-aging-of-tenure-track-faculty-in-higher-ed-implications-for-succession-diversity/>.

109 National Center for Education Statistics (NCES). “Characteristics of Postsecondary Faculty.” *The Condition of Education*. (Updated May 2020). https://nces.ed.gov/programs/coe/indicator_csc.asp

valuing JEDI work when evaluating candidates for tenure and promotion, the University will go a long way in building and retaining a more diverse and inclusive faculty.

Addressing the retention issues outlined in a previous section will begin to address inequitable conditions and begin to create a more equitable path for achieving T & P. Assuming that all issues of climate, resources, workload, mentoring, and recognition may not be completely resolved immediately, T & P decisions should acknowledge that URM faculty members engage in valuable labor that is particularly time-consuming and emotionally taxing, particularly given our current climate. Efforts to educate all T & P decisionmakers (chairs and department committee, T & P committee, deans, provost, president, and Board of Trustees) on the unique and valuable contributions of URM faculty could help to reduce inequity in T&P decisions. Additionally, inequity could be addressed by revising T & P guidelines to give more value to some of the important contributions of URM faculty, such as in advising underrepresented minoritized students and participating in campus diversity events.

RECOMMENDATION: Acknowledge bias in student evaluations of teaching; utilize alternate or additional methods of evaluating instructors.

A variety of research has consistently documented that student evaluations of teaching (SETs) are biased against any instructor who is not perceived as an able white male. The strongest evidence of bias in SETs has emerged in gender bias. In one study of both student evaluation comments and ordinal scoring, Mitchell and Martin (2018) argue that women are not even being evaluated on the same criteria as their male counterparts. Their research found that “women are evaluated differently in at least two ways: intelligence/competence and personality”¹¹⁰. The authors conclude that women are evaluated differently and more negatively simply for being women:

Students tend to comment on a woman’s appearance and personality far more often than a man’s appearance. Women are referred to as “teacher” more often than men, which indicates that students may have less professional respect for their female professors. Based on our empirical evidence of online SETs, bias does not seem to be based solely (or even primarily) on teaching style or even grading patterns. Students evaluate women poorly simply because they are women.¹¹¹

An experimental study by MacNell, Driscoll, & Hunt (2015) further uncovered gender bias in SETs by having the same instructors deliver online courses under both male and female identities. “Students rated the male identity significantly higher than the female identity, regardless of the instructor’s actual gender”¹¹². While SETs are more likely to be biased towards certain *instructors*, it is also likely that SETs are biased towards certain *courses*. Core courses with large class sizes as well as courses that tackle challenging subjects of race, gender, equity, and justice, may also yield biased SETs. Some scholars even question the legality of SETs because they have been demonstrated to be so biased against all of those

110 Mitchell, Kristina M. W., and Jonathan Martin. “Gender Bias in Student Evaluations.” *PS: Political Science & Politics*, vol. 51, no. 3, 2018, pp. 648–652, doi:10.1017/S104909651800001X. https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1224BE475C0AE75A2C2D8553210C4E27/S104909651800001Xa.pdf/gender_bias_in_student_evaluations.pdf.

111 Id. pp. 648–652.

112 MacNell, L., Driscoll, A., Hunt, A.N. (2015). What’s in a Name: Exposing Gender Bias in Student Ratings of Teaching. *Innovative Higher Education*, 40: 291-303.

except those perceived as able white males.¹¹³The article we cite by Wines and Lau gives a particularly detailed explanation of the bias in SET toward various URM faculty and the damage it can do to their careers.

To ameliorate the clear bias involved in SETs, several options are possible. First, individuals in groups subject to bias, particularly women and faculty of color, can receive an adjustment to the quantitative scores on their SETs. As explained by Cornell University Science & Technology Studies professor Sara Pritchard, in the context of gender bias,

Female faculty should receive an automatic correction—that is to say, a bonus—on their quantitative teaching evaluation scores. The bonus should be determined by average gender bias in teaching evaluations at their institution or national averages. Professional reviews should then be based on these adjusted data, not those laden with unconscious (and conscious) bias. Women faculty do not have a level playing field, in and out of the classroom. Such a policy would offer one concrete way to fix such inequalities.¹¹⁴

Another alternative to SETs is to create a rubric for instructors that includes items that correlate with student success, such as timely feedback. Instructors could rate themselves or peer instructors could evaluate courses. One such rubric option was developed by education specialist Carl Wieman. As explained in an article summarizing bias in SETs, Weiman’s approach “takes inventory of the practices a professor uses that have been shown to correlate with student success, such as whether or not the professor regularly provides useful feedback to students. This rubric-based system, which considers a course from the professor’s perspective, could eliminate the gender and racial biases picked up in professor evaluations while still addressing the need for an efficient teacher evaluation system.”¹¹⁵

In lieu of implementing these alternative strategies, the T & P committee could also make the submission of SETs optional for faculty members, particularly for URM faculty members. The T & P committee could alternatively allow instructors to provide other indicators of student learning, such as sample projects or other assessments. Additionally, those involved in the tenure and promotion process should receive regular education on SETs and their bias against various faculty groups. Finally, it is important to note that many universities are already examining or revising their tenure and promotion processes to ensure they are inclusive and equitable. Some examples are Colorado State,¹¹⁶ St. John’s University,¹¹⁷ University of Pennsylvania,¹¹⁸ and Arcadia University.¹¹⁹

113 Falkoff, M. (2018). Why We Must Stop Relying on Student Ratings of Teaching. *Chronicle of Higher Education*. https://www.chronicle.com/article/why-we-must-stop-relying-on-student-ratings-of-teaching/?cid2=gen_login_refresh&cid=gen_sign_in; Wines, W.A. & Lau, T.J. (2006). Observations on the Folly of Using Student Evaluations of College Teaching for Faculty Evaluation, Pay, and Retention Decisions and Its Implications for Academic Freedom. *William and Mary Journal of Race, Gender, & Social Justice*, 13 (4): 167-202. <https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1089&context=wmjowl>

114 Pritchard, S.B. (2015). “Should female faculty get bonus points to correct for gender bias in student evaluations?” - HigherEdJobs

115 Lilienfeld, Eva. “How Student Evaluations are Skewed Against Women and Minority Professors.” (2016). The Century Foundation. <https://tcf.org/content/commentary/student-evaluations-skewed-women-minority-professors/?session=1>

116 College of Health and Human Services (CHHS), Colorado State University. “Diverse Faculty Hiring/Retention/Promotion: Literature Review, Executive Summary.” (2018). <https://www.chhs.colostate.edu/rise/wp-content/uploads/sites/23/2019/08/Research-CHHS-Review-of-Literature-Review-on-Recruiting-Retaining-Promoting-Diverse-Faculty.pdf>

117 Academic Center for Equity and Inclusion, St. John’s University and Christopher D. Lee. “St. John’s University Diversity, Equity, and Inclusion All-Faculty Survey—May 2018: Observations, Findings, and Recommendations.” https://www.stjohns.edu/sites/default/files/uploads/acei_faculty_climate_study_revised.pdf

118 Zambrana, Ruth Enid, Allen, Anita, Higginbotham, Eve, Mitchell, JoAnn, Pérez, Debra, Villarruel, Antonia. *Equity and Inclusion: Effective Practices and Responsive Strategies. A Guidebook for College and University Leaders*. <https://provost.upenn.edu/sites/default/files/users/user130/Equity%20and%20Inclusion%20Guidebook.pdf>

119 Arcadia University. “Anti-Black Racism Initiatives.”(2020). https://www.arcadia.edu/sites/default/files/Anti-Black_Racism_Initiatives_-_Sheet1.pdf

RECOMMENDATION: Implement policies to account for the disproportionate impact of COVID-19 on URM faculty as well as female faculty members.

The pandemic has been life altering for all of us in one way or another. However, it has exacerbated socio-economic, gender, and racial inequities. It is important that La Salle take appropriate action to protect and support members of our community who are most negatively impacted by the pandemic. People's lives have been turned upside down and they are suffering. Two core Lasallian values are concern for social justice and fostering an inclusive environment. If we are to be true to those values, then it is imperative that the life altering, traumatic for many, effects of the pandemic be recognized. A variety of research has documented that COVID-19 has had a disproportionate negative impact on certain demographic groups, namely BIPOC, women, and those from lower socio-economic statuses,¹²⁰ and the world of higher education is no exception. Failure to account for these disparities will only further existing inequalities at La Salle. In terms of gender, women are dropping out of the workforce in staggering numbers.¹²¹ Specifically, within academia, research has found that female faculty members are publishing significantly less during the pandemic, while male faculty members are publishing significantly more.¹²² *The Chronicle of Higher Education* released a report¹²³ on the negative impacts of the pandemic on overall faculty well-being as well as career goals. The document includes a section on the disparate effects of the pandemic on URM groups.

One major step is that the University should consider its policies and messaging during this challenging time. Whether intentional or not, there have been administrative actions that can be perceived as “gaslighting” for faculty who are suffering most during the pandemic. For example, administrators who push the rhetoric of “we are all in this together” are perceived by many as failing to recognize the unprecedented challenges facing many faculty members, particularly female and BIPOC faculty. We are not “all in this together” if there is not flexibility on deadlines and working hours. We are not “all in this together” if faculty are told to find “reasonable childcare options” amidst a global pandemic when daycares are closed, have limited hours, or present unreasonable health risks and many K-12 schools continue to run only remotely or hybrid. We are not “all in this together” if accommodations are not granted for faculty who are juggling remote learning for their children at home.

La Salle should develop a pandemic impact statement for the tenure and promotion process. A pandemic impact statement would give faculty applying for T & P the opportunity to outline how the pandemic influenced their teaching, scholarship, and service so that appropriate considerations could be made in the decision process. In addition to generating more equitable T & P decisions, such a statement could also create an opportunity for the administration to acknowledge the pandemic's disparate impacts

120 Serkez, Y. (2021). Your Lockdown Experience Wasn't Just About Luck. *The New York Times*. <https://www.nytimes.com/interactive/2021/03/11/opinion/covid-inequality-race-gender.html>

121 Kashen, Julie, Glynn, Sarah Jane, Novello, Amanda. “How Covid-19 Sent Women's Workforce Backward: Congress' 64.5 Billion Mistake.” Center for American Progress. (2020). <https://www.americanprogress.org/issues/women/reports/2020/10/30/492582/covid-19-sent-womens-workforce-progress-backward/>

122 Zimmer, Katarina. “Gender Gap in Research Output Widens During Pandemic.” *The Scientist*. (2020). <https://www.the-scientist.com/news-opinion/gender-gap-in-research-output-widens-during-pandemic-67665>
<https://www.nature.com/articles/d41586-020-01294-9>
Flaherty, Colleen. “Women are Falling Behind.” *Inside Higher Ed*. (2020). <https://www.insidehighered.com/news/2020/10/20/large-scale-study-backs-other-research-showing-relative-declines-womens-research>

123 The Chronicle of Higher Education. “*On the Verge of Burnout: Covid-19's Impact on Faculty Well-Being and Career Plans.*” (2020). https://connect.chronicle.com/rs/931-EKA-218/images/Covid%26FacultyCareerPaths_Fidelity_ResearchBrief_v3%20%281%29.pdf

on different members of our community. For example, a pandemic impact statement issued by the University of Pennsylvania Provost on February 16, 2021, recognizes the following:


Penn faculty have made rapid changes to their teaching; experienced illnesses and deaths in their families; spent more time advising, mentoring, and supporting students; and experienced barriers to conducting and disseminating research, with limits on field research, lab and facility closures, loss of research subjects, conference cancellations, journal publication slowdown, and more... The specific short- and long-term implications of the pandemic will be different for different faculty members. For example, the negative implications for traditional measures of faculty productivity may be greater, on average, for women faculty and faculty of color, given gender differences in caregiving responsibilities, disproportionate negative health- and economic-related effects of the pandemic on Black and Brown people and communities, and greater expectations for women faculty and faculty of color to engage in mentoring and institutional service. Early data show that journal submissions during the early months of the pandemic were lower for women than for men. The full implications of the pandemic for faculty work will play out over the next several years...

Other institutions of higher education, including teaching institutions like The College of New Jersey, have asked departments to rewrite T & P guidelines to account for the effects of the pandemic on teaching, scholarship, and service. Villanova serves as another example of a university taking steps to address the disparities exacerbated by the pandemic and, most importantly, recognizes that the pandemic has both short term and long-term effects, many of which remain to be seen, “emerging research on the consequences of the COVID-19 pandemic for academic work points to significant impacts on workload and productivity with implications for short- and long-term career outcomes. Early measures indicate these impacts are disproportionately acute for women, faculty of color, and those with significant caregiving responsibilities.”¹²⁴

While the pandemic may have highlighted the ways in which individual life circumstances for female and BIPOC faculty unfairly impact their academic productivity, it should also be acknowledged that structural disadvantage by gender and race/ethnicity has always impacted academic productivity. La Salle may not be entirely responsible for creating systems of disadvantage for women and BIPOC faculty in the broader society, but failure to appropriately acknowledge and account for such systems of disadvantage in T & P and other decisions means that La Salle is perpetuating these very systems of disadvantage. However, this moment can be transformative for our university, and implementing the commission’s recommendations can better align us with our Lasallian values of social justice and inclusion.¹²⁵

124 Office of the Provost, Villanova University. “Impacts of COVID-19 on Faculty Career Progression.” (2020-2021). <https://www1.villanova.edu/content/villanova/provost/nsfadvance/covid-faculty-career-progression.html>

125 John Hopkins University has a detailed guide on how to address the effects of the pandemic on junior faculty. “Junior Faculty and the Impacts of the Covid-19 Pandemic.” (2020). https://covidinfo.jhu.edu/assets/uploads/sites/10/2020/08/junior_faculty_report.pdf.

A tall, multi-story brick tower with Gothic architectural features. The tower is constructed of red brick with white stone accents. It has two large, arched windows with black shutters near the top. Below these are two smaller, narrow windows. Further down, there are three larger, multi-paned windows. The base of the tower is decorated with intricate stone carvings and a pointed archway. The sky is blue with light clouds.

Concluding Thoughts

The report of the Joint Commission bears witness to the bitter legacies of structural racism and systemic biases that hold inequity and exclusion in place. In the preceding pages, the Commission has tried to fulfill its charge by identifying some of what has led to the current realities in our institution. Recognizing that many persons and constituencies in the University have long been engaged in the pursuit of structural justice, equity, diversity and inclusion, the Commission, nonetheless, puts forward certain recommendations. These recommendations are offered as a stimulus for courageous conversations, meant to build a path forward to achieve a more equitable and inclusive campus environment. The challenge, of course, is not only to understand the sources of our current predicament, but also to forge ways to make the situation better.

The Commission knows these are difficult times for our University, an institution in which so many people have invested their lives. The path to institutional transformation—indeed, to institutional thriving—is predicated on the willingness to increase our equity consciousness and to exercise leadership for achieving it. One of the realities the Commission learned in surveying peer and aspirant Catholic colleges and universities is how dramatically behind La Salle remains in the struggle to advance justice, equity, diversity, and inclusion. During its research, the Commission was struck not only by the commitment stakeholders at all levels of the colleges and universities surveyed are making to create more equitable and inclusive environments, but also by the ongoing progress many institutions are actually achieving: it is a commitment for the long haul. Nell Morton, author, theologian, and civil rights leader, might serve to enlarge our understanding of the Catholic intellectual tradition and the Lasallian educational heritage’s unbending commitment to truth-telling and the common good:

We empower one another by hearing the other to speech. We empower the disinherited, the outsider, as we are able to hear them name in their own way their own oppression and suffering... A great ear at the heart of the universe—at the heart of our common life—hearing human beings to speech” (*The Journey Is Home*, 128).

In the present instance, the Commission’s report stands as an imperative for La Salle to launch a strategic planning process—a small cohort of the Commission continues as a source of continuity—that responds to this call of rebirth. These times beckon us to weave equity, diversity, and inclusion—through a lens of justice—into the fabric of our campus environment. All University constituencies and units must unite in the Lasallian spirit of *together and by association* to build a path forward. In striving for mission-informed equity, diversity, and inclusion, we ensure La Salle will flourish for years to come.

“Lasallians are people who live in solidarity with neighbors near and far, who witness to fraternity, where the dignity of everyone is respected and honored. Like the many good people in our local communities, we are at our best when everything seems to be floundering. We know that racism, poverty and injustice are endemic in society. These evils are not easily eradicated. Therefore, we persevere in our educational mission to bring about systemic change for a more just and peaceful world for everyone.

Today, we recommit to our educational and evangelizing mission to bring healing and unity to our communities, our schools and our societies.”

—Robert Schieler, FSC, '72
Brother Superior General,
Brothers of the Christian Schools
5 June 2020



Appendix

Appendix

- A. Statistics for Honor Students by Ethnicity Fall 2016 to Fall 2020**
- B. Letters of Support for Black Studies Minor**
- C. Research on Black/African American/African diaspora programs**
- D. Existing La Salle University Courses relating to topics of interest for a LGBTQ+ Studies Minor**
- E. Historical list of literary publications, music ensembles, singing groups, and other artistic expressions formerly a part of campus life.**
- F. 2021 Staff Campus Climate Survey Partial Analysis**
- G. 2021 Faculty Campus Climate Survey Partial Analysis**

Appendix A:

Honors Ethnicity over 5 years

	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Grand Total
Asian # of Students	10	16	14	11	11	62
Asian % of Students	4%	6%	5%	4%	4%	5%
Black or African American # of Students	1	2	3	2	5	13
Black or African American % of Students	0%	1%	1%	1%	2%	1%
Hispanic # of Students	15	13	8	10	6	52
Hispanic % of Students	6%	5%	3%	4%	2%	4%
White # of Students	207	229	220	223	217	1096
White % of Students	79%	80%	82%	83%	86%	82%
Multiethnic # of Students	19	15	14	10	6	64
Multiethnic % of Students	7%	5%	5%	4%	2%	5%
International # of Students	9	9	8	11	6	43
International % of Students	3%	3%	3%	4%	2%	3%
Unknown # of Students	2	2	2	2	2	10
Unknown % of Students	1%	1%	1%	1%	1%	1%
Total # of Students	263	286	269	269	253	1340
Total % of Students	100%	100%	100%	100%	100%	100%

Appendix B:

Letters of Support for Black Studies Minor

Dear Dr. Luisa Ossa, Dr. Shakeya Foreman, Brother Ernest and the members of the Joint Commission of Diversity, Equity, and Inclusion,

We, the Student Government Association, come to you today to show our support for the implementation of a Black Studies Minor at La Salle University in the next few years. Over the past couple months, we have seen the necessity for a Black Studies Minor to be implemented into our curriculum, as calls for equality and change have been echoing throughout the nation. That is why we are not only asking for this minor to be an option for students, but we are also asking that courses included in this minor be incorporated in the overall curriculum and general education requirements at La Salle University.

The Black Studies Minor is an essential piece to our curriculum if we are to follow in the footsteps of our founder St John Baptist de La Salle. We wish to emphasize our values as Lasallians, specifically a Quality Education and Inclusive Community. A direct quote from the University's mission statement states, "La Salle is a Lasallian Catholic university committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives." In this spirit, we ask you to uphold the mission of our university and make a commitment to promoting an education that is specifically made to empower the younger voices of our generation and to fill our history books with the stories of our marginalized peers.

However, we want to recognize that we understand there is a process before the minor to come to fruition. With this in mind, we are looking upon the Joint Commission to implement this minor into the curriculum even after the school year is over, to make it a top priority for the Joint Commission to consider when the school year ends. We also would like to request the leader of this initiative to be someone whose field is in Black Studies, as this would provide them the background and expertise needed to create and cultivate this minor to reach its highest potential.

St. John Baptist de La Salle struggled in his effort to create the Christian Brothers school and the educational norms that we know today. St. La Salle himself never gave up in his efforts despite the challenges he struggled with, the loss of hope, and the presence of resistance. Today we thank him for his efforts, 301 years after his death. We now come to you, as young Lasallian educated college students, asking you to keep up the fight, although resistance has been faced in the past to have a Black Studies Minor be included into the curriculum. As the 2020-2021 school year concludes, we ask this minor to be one of the main topics for the Joint Commission to take into consideration to target those incoming students who are curious of the silenced and oppressed history of people of color and have more of an opportunity to not only explore the world that we live in, but an option to explore the history that helped build our nation and this wonderful university on 1900 W. Olney Ave.

Sincerely,

The Student Government Association Executive Board and the rest of the Organization

Dear Dr. Luisa Ossa, Dr. Shakeya Foreman, Brother Ernest and the members of the Joint Commission of Diversity, Equity, and Inclusion,

We, the Jewish Student Association, come to you today to show our support for the implementation of a Black Studies Minor at La Salle University in the next few years. Over the past couple months, we have seen the necessity for a Black Studies Minor to be implemented into our curriculum, as calls for equality and change have been echoing throughout the nation. That is why we are not only asking for this minor to be an option for students, but we are also asking that courses included in this minor be incorporated in the overall curriculum and general education requirements at La Salle University.

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However, we want to recognize that we understand there is a process before the minor to come to fruition. With this in mind, we are looking upon the Joint Commission to implement this minor into the curriculum even after the school year is over, to make it a top priority for the Joint Commission to consider when the school year ends. We also would like to request the leader of this initiative to be someone whose field is in Black Studies, as this would provide them the background and expertise needed to create and cultivate this minor to reach its highest potential.

St. John Baptist de La Salle struggled in his effort to create the Christian Brothers school and the educational norms that we know today. St. La Salle himself never gave up in his efforts despite the challenges he struggled with, the loss of hope, and the presence of resistance. Today we thank him for his efforts, 301 years after his death. We now come to you, as young Lasallian educated college students, asking you to keep up the fight, although resistance has been faced in the past to have a Black Studies Minor be included into the curriculum. As the 2020-2021 school year concludes, we ask this minor to be one of the main topics for the Joint Commission to take into consideration to target those incoming students who are curious of the silenced and oppressed history of people of color and have more of an opportunity to not only explore the world that we live in, but an option to explore the history that helped build our nation and this wonderful university on 1900 W. Olney Ave.

Sincerely,
The Jewish Student Association

Dear Dr. Luisa Ossa, Dr. Shakeya Foreman, Brother Ernest and the members of the Joint Commission of Diversity, Equity, and Inclusion,

We Anime Club, come to you today to show our support for the implementation of a Black Studies Minor at La Salle University in the next few years. Over the past couple months, we have seen the necessity for a Black Studies Minor to be implemented into our curriculum, as calls for equality and change have been echoing throughout the nation. That is why we are not only asking for this minor to be an option for students, but we are also asking that courses included in this minor be incorporated in the overall curriculum and general education requirements at La Salle University.

The Black Studies Minor is an essential piece to our curriculum if we are to follow in the footsteps of our founder St John Baptist de La Salle. We wish to emphasize our values as Lasallians, specifically a Quality Education and Inclusive Community. A direct quote from the University's mission statement states, "La Salle is a Lasallian Catholic university committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives." In this spirit, we ask you to uphold the mission of our university and make a commitment to promoting an education that is specifically made to empower the younger voices of our generation and to fill our history books with the stories of our marginalized peers.

However, we want to recognize that we understand there is a process before the minor to come to fruition. With this in mind, we are looking upon the Joint Commission to implement this minor into the curriculum even after the school year is over, to make it a top priority for the Joint Commission to consider when the school year ends. We also would like to request the leader of this initiative to be someone whose field is in Black Studies, as this would provide them the background and expertise needed to create and cultivate this minor to reach its highest potential.

St. John Baptist de La Salle struggled in his effort to create the Christian Brothers school and the educational norms that we know today. St. La Salle himself never gave up in his efforts despite the challenges he struggled with, the loss of hope, and the presence of resistance. Today we thank him for his efforts, 301 years after his death. We now come to you, as young Lasallian educated college students, asking you to keep up the fight, although resistance has been faced in the past to have a Black Studies Minor be included into the curriculum. As the 2020-2021 school year concludes, we ask this minor to be one of the main topics for the Joint Commission to take into consideration to target those incoming students who are curious of the silenced and oppressed history of people of color and have more of an opportunity to not only explore the world that we live in, but an option to explore the history that helped build our nation and this wonderful university on 1900 W. Olney Ave.

Sincerely,
Anime Club

Dear Dr. Luisa Ossa, Dr. Shakeya Foreman, Brother Ernest and the members of the Joint Commission of Diversity, Equity and Inclusion,

We, Alpha Theta Alpha come to you today to show our support for the implementation of a Black Studies Minor at La Salle University in the coming years. Over the past couple months, we have seen the necessity for a Black Studies Minor to be implemented into our curriculum, as calls for equality and change have been echoing throughout the nation. In doing so, we are not only asking for this minor to be an option for students, we are also asking that the courses included in this minor be incorporated/available in the overall curriculum and general education requirements at La Salle University.

The research has been completed, the conversations have been made, and the necessities are known; the Black Studies Minor is an essential piece to our curriculum if we are to follow in the footsteps of our founder St John Baptist de La Salle. Following in his footsteps, we also wish to emphasize our values as Lasallians, specifically Quality Education and Inclusive Community. A direct quote from the University's mission statement says "La Salle is a Lasallian Catholic university committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives." We come here today to ask you to uphold the mission of our university and commit yourselves to promoting knowledge that is specifically made to empower the younger voices of our generation and to fill our history books with the history of our marginalized brothers and sisters.

We understand that there is a process before the minor to come to fruition. It would be impossible and ignorant of us to say that we expect to see the minor come to the university before the end of the 2020-2021 academic school year. However, we are becoming dependent upon the entire joint commission to have this minor be implemented into the curriculum even after the school year is over, to have it be one of the top priorities for the joint commission to consider when the school year comes to a close. We also would like to ask that the leader of this initiative be someone whose field is in Black Studies, as this would give them the background and expertise needed to create and cultivate this minor to reach its highest potential.

St. John Baptist de La Salle struggled in his effort to create the Christian Brothers school and the educational norms that we know today. In the end, St. La Salle is known to be the Patron Saint of teachers and 1,000,000 students share his education today. St. La Salle never gave up in his efforts despite the challenges he struggled with, the loss of hope, and the presence of resistance. Today we thank him for his efforts, 301 years after his death. We now come to you, as young Lasallian educated college students, asking you to keep the hope alive and fight against the resistance from having a Black Studies Minor be included into the curriculum. After the 2020-2021 school year comes to a conclusion, we ask that this minor be one of the main topics for the joint commission to take into consideration to target those incoming students who are curious of the silenced and oppressed history of people of color and have more of an opportunity to not only explore the world that we live in, but an option to explore the history that helped build our nation and this wonderful university in 1900 W. Olney Ave.

Sincerely,
Alpha Theta Alpha

Dear Dr. Luisa Ossa, Dr. Shakeya Foreman, Brother Ernest and the members of the Joint Commission of Diversity, Equity, and Inclusion,

We, the sisters of Gamma Phi Beta, come to you today to show our support for the implementation of a Black Studies Minor at La Salle University in the next few years. Over the past couple months, we have seen the necessity for a Black Studies Minor to be implemented into our curriculum, as calls for equality and change have been echoing throughout the nation. That is why we are not only asking for this minor to be an option for students, but we are also asking that courses included in this minor be incorporated in the overall curriculum and general education requirements at La Salle University.

The Black Studies Minor is an essential piece to our curriculum if we are to follow in the footsteps of our founder St John Baptist de La Salle. We wish to emphasize our values as Lasallians, specifically a Quality Education and Inclusive Community. A direct quote from the University's mission statement states, "La Salle is a Lasallian Catholic university committed to the principle that all knowledge is practical and empowering, filled with the capacity to transform lives." In this spirit, we ask you to uphold the mission of our university and make a commitment to promoting an education that is specifically made to empower the younger voices of our generation and to fill our history books with the stories of our marginalized peers.

However, we want to recognize that we understand there is a process before the minor to come to fruition. With this in mind, we are looking upon the Joint Commission to implement this minor into the curriculum even after the school year is over, to make it a top priority for the Joint Commission to consider when the school year ends. We also would like to request the leader of this initiative to be someone whose field is in Black Studies, as this would provide them the background and expertise needed to create and cultivate this minor to reach its highest potential.

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Sincerely,
The Sisters of Gamma Phi Beta, Epsilon Alpha Chapter

Appendix C:

Research on Black/African American/African diaspora programs

Loyola Chicago

<https://www.luc.edu/africanstudies/>

African Studies and the African Diaspora taps a wide range of academic pursuits, intellectual methods and cultural traditions to give our majors and minors a broad perspective of African experiences—both historic, contemporary, local and global. Our students are informed and knowledgeable in dialogues concerning the socio-political, literary, cultural, psychological, and spiritual dimensions of how the African experience has influenced every aspect of the world we live in. This ranges from the history, politics and culture (among other aspects) of African countries, to the influence and lives of people in the African diaspora around the world, including Black life in the United States. Numerous opportunities exist for our students to study abroad in Africa, Latin America, or the Caribbean, further enabling them to expand their international and multicultural awareness of issues relative to globalization and social justice.

Fordham

https://www.fordham.edu/info/20804/african_and_african_american_studies

The goal of the Department of African & African American Studies is to prepare you to become a global citizen, scholar, and social activist who is sensitive to the demands of an increasingly diverse America and world.

As a student in the program, you will study the roots of African culture, history, and language. And that is only a starting point. Courses cover African migration and culture around the world. Delve into the African American experience, with courses in history, politics, culture, the arts, and religion.

Marquette

<https://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/interdisciplinarymajmin/africanastudies/>

Students who pursue the major/minor in Africana Studies come from all racial, ethnic and cultural backgrounds. They are unified by a common desire to enlarge and enrich their intellectual horizons by learning about the artistic, economic, historical, literary, philosophical, political, economic, sociological, scientific and theological contributions of people of African descent to U.S. society and culture. Students take core courses in English, history, philosophy, sociology and theology and augment these with at least five electives to complete the major. Approved electives are listed, but we recognize that numerous sections of more general courses also focus on Africana studies issues. If you would like to take such courses, contact the program director for approval in advance of enrolling.

Review of Programs in Africana/African American Studies/Black Studies 2004-5 (online)

Colleges and Universities have recognized, in the past two decades, the necessity of including Black Studies in the curriculum. Various models exist which La Salle can draw upon to format its own program consistent with La Salle's mission and goals. The following position paper and benchmark study outlines several of these models.

American Studies Model—Black Studies is incorporated into a larger American Studies Program without a specific emphasis on the experiences of peoples of the African Diaspora. Courses in Ethnic America, Urban America and the Civil Rights Movement are choices students can draw upon but there is no emphasis on required depth or breadth of coursework in Black Studies. St. Joseph's University is an example of such a model. Westchester University has a variation of this model in its Ethnic Studies program.

African-American Studies Model—Black Studies is investigated through the lens of the culture, politics, history and experiences of African-Americans in the United States. Temple University provides a sample of this model which has four major purposes: to give scholarly correction of historical and cultural myths, to train teachers to work in schools with African-American children, to fulfill the needs of Black students to know more about their history and culture and to prepare Americans to live productively in the 21st century. Other institutions with this model include Bucknell University and Gettysburg College.

Africana Model (Black Studies)—Black Studies is viewed through its connections to African culture throughout the world and in Africa. The University of Pennsylvania provides a sample of this model. According to the Penn program, Africana Studies is designed to “provide students with an integrated understanding and appreciation for the African, African-American, Caribbean and other African Diaspora experiences in their diverse dimensions.” Many other institutions have selected this model including the consortium schools of Bryn Mawr, Haverford and Swarthmore, Lafayette College, Lehigh University, Drexel University, Ursinus College, Villanova University, and Allegheny College. This is the model we are recommending for La Salle. It is most consistent with our mission and our strategic plan, competitive with other programs, attractive to prospective students and their families.

Differences in these models exist both in philosophy and in content. There is overlap in content in models 2 and 3 and minimally so in model 1. Both models 2 and 3 recognize the need to connect African-American experiences to the experiences of Africa but the extent to which these connections are made and the emphasis given to them appear to differ. Models 2 and 3 are African-centered. Model 1 is not.

When looking at the thirteen benchmark schools and the two major local universities which offer programs in this area, we see that five offer majors and all but St. Joe's and West Chester offer minors or concentrations. Of the major educational institutions in Philadelphia, Temple, Penn, Villanova, and Drexel all offer well advertised programs. St. Joe's and West Chester, while not offering clearly

identified programs in Black Studies nevertheless highlight courses around themes of interest to Black Students. Only La Salle, alone in this regard despite its location and mission, neither consistently offers nor clearly advertises courses or programs in Black Studies. There is, therefore, a compelling need—both in line with our mission and our survival in a competitive market—to immediately begin designing and implementing such a program.

All of the benchmark institutions (with the exception of Temple and Penn) only draw upon faculty from departments to teach in and administer these interdisciplinary programs. Almost all have a required introductory course in Black Studies and about half have a capstone course (all those with majors have a capstone course). Again, around half have a group of required core courses but most have a selection of courses from departments students can select. There are suggestions/requirements for selection both in level and content. All have a progression of introductory through advanced courses; many have discipline requirements (two courses from history, one from literature, etc.). The size of the programs determine the extent of the offerings. The courses range from critical languages, regional studies, thematic studies, cultural studies and political/sociological studies. Some force students to choose from courses outside their major; others encourage students to choose courses more related to their major disciplines. While Penn and Temple offer the largest number of courses, other institutions still manage to offer a good number. Villanova offers between 15 and 20 per semester. Lafayette offers internships, independent study and study abroad. The consortium schools (Bryn Mawr, Haverford and Swarthmore) offer study abroad programs and courses together as well as encouraging their students to take courses at Penn when they don't offer as many per semester individually. In short, all these institutions have found creative ways to address the difficulties we all face when our budgets and our limited resources make traditional approaches impossible.

The departments and programs that would be necessary to contribute to a Black Studies Program are fairly consistent throughout these benchmark schools as indicated by courses required and suggested by their websites. La Salle has programs in eleven of the fourteen areas, for example, that Penn accepts for discipline concentrations: Art, Economics, English, Communication, History, Languages and Linguistics, Music, Political Science, Religion, Sociology, and Women's Studies. We don't have programs in Anthropology, Folklore and Urban Studies. On the other hand, we have fewer specialists in the regions that Penn requires: Africa, the Caribbean, Latin America. We likewise have few specialists in African American culture and history. As a premiere institution in this field, Temple is able to support eight full-time faculty in the African American Studies Department and nine affiliated faculty from other departments teaching African American Studies courses. While La Salle could never expect such allocation of university resources, it might be wise to consider at least one faculty member whose primary focus was the Black Studies Program. Villanova advertises "a permanent and dynamic faculty dedicated to the Africana Studies Program" and such a faculty can only be provided with the stability and focus of at least one person whose primary task it would be to promote and administer the program. Much like Barbara Amster was hired to create the Language, Speech and Hearing Program, La Salle might consider following Temple and Villanova's lead in this regard and providing a "permanent and dynamic" faculty here as well.

Appendix D:

Existing La Salle University Courses relating to topics of interest for a LGBTQ+ Studies Minor

ENG 351 Gender & Ethnicity

“The course focuses on texts that represent the various representations of gender or ethnicity in Western literature (primarily American ethnic literature and/or writers representing diaspora) combined with a discussion of gender. The course may include literature from any time period, or be narrowed to specific groups, nationalities, or historic periods (i.e., Asian American women writers during World War II) or broadened to include cross-cultural, cross-gendered representations (i.e., British and French women writers).”

ENG 302 Language & Prejudice

“This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language

SOC 260 Men & Women Comtemp Society

“This course explores male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.”

PSY 250 Human Sexuality

“This course is a survey of the theory, research, and issues related to sexuality from a psychological perspective. Topics will include the biological, psychological, and social foundations of human sexuality, human reproduction, cross-cultural perspectives on social behavior and contemporary society, gender roles and stereotypes, the expression of human sexuality, sexual deviancy, and violence.”

PHL 222 Love/Human Sexuality

“This course offers a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used.”

PHL 339 Gender, Body & Culture

“This course provides a philosophical analysis of social and cultural practices that construct gender identity. Strategies of resistance to dominant modes of embodiment and concepts of sexual difference will also be explored.”

SWK 240 Relationships and Sexuality

“This course is designed for undergraduate students to explore issues of relationships and sexuality. The course will examine human sexuality from a bio-psychosocial perspective within a developmental framework. Students will have opportunities to examine and clarify personal and societal values, consider issues of diversity, and apply ethical perspectives to issues of sexuality with particular emphasis on underrepresented groups including children, LGBTQ persons, older adults and people with disabilities. Students will also learn to apply a theory of ethical reasoning to issues of interpersonal relationships and sexuality.”

Appendix E:

Historical list of literary publications, music ensembles, singing groups, and other artistic expressions formerly a part of campus life

- Four Quarters (published by faculty, some student contributions), 1951-1995
- Gender Lines, 1985-2001
- Grimoire, 1973-present
- La Salle Ensemble, 1990s
- La Salle Gospel Choir, 1996- 2018
- La Salle Singers, 1938-present
 - AKA Glee Club, 1938-1966
 - AKA Men’s Chorale, 1966-1971
 - AKA Concert Choir, 1971-1975
- Other short-run literary publications, “The Horse’s Mouth”, “Of”, both 1970s
- Pep/Jazz Band, late 1970s-present (?)
- Summer Music Theater, early 1960s-late 1970s/early 1980s
- The Masque, 1920-current
- Tricon, 1957-1960s
 - Literary magazine of the Weber Society

Appendix F:

2021 Campus Climate Survey – Staff Preliminary Results

	Strongly Disagree, Disagree, Somewhat Disagree	Neutral	Strongly Agree, Agree, Somewhat Agree
When offensive or hostile language, jokes, or behavior is used, it is communicated to the offenders that this is unacceptable at La Salle University.	15.9%	24.6%	59.5%
I believe La Salle University leadership will take appropriate action in response to incidents of harassment or discrimination.*+	18.7%	13.3%	68.0%
La Salle University places too much emphasis on issues of diversity, equity, inclusion, and belonging.+	75.7%	14.5%	9.9%
La Salle University leadership shows that diversity is valued and an important mission driven initiative through its actions.* +	31.8%	13.9%	54.3%
La Salle University leadership handles issues related to diversity, equity, and inclusion satisfactorily.*	24.3%	26.4%	49.3%
My supervisor shows that diversity, equity, and inclusion are important through their actions.*+	7.4%	18.1%	74.5%
My division Vice President and/or the Director of my department show that diversity, equity, and inclusion are important through their actions.*	8.4%	14.7%	76.9%
My colleagues in my area show that diversity, equity, and inclusion are important through their actions.*	6.0%	12.8%	81.2%
La Salle University accommodates family or other personal responsibilities.	10%	12.7%	77.3%
I worry about the effect of work stress on my personal health and well being.	22.7%	12.0%	65.3%
Relaxing and forgetting about work demands is hard to do for me.	25.7%	9.9%	64.5%

Notes:

* indicates a statistically significant difference for non-white and white respondents using chi-square test of independence (p<.05). A higher percentages of non-whites expressed more negative views for each.

+ indicates a statistically significant difference for men and women respondents using chi-square test of independence (p<.05). A higher percentage of women expressed more negative views for each.

Harassment & Discrimination

		TOTAL	Non-white	White	Woman	Man
Have you ever personally experienced harassment (of any kind) at La Salle University or by a person affiliated with the University?	Never	76.3%	66.7%	79.6%	70.0%	81.9%
	At least once	23.7%	33.3%	20.4%	30.0%	18.1%
Have you ever personally experienced discrimination (of any kind) at La Salle University or by a person affiliated with the University?	Never	79.1%	62.5%	85.0%	73.6%	80.6%
	At least once	20.9%	37.5%	15.0%	26.4%	19.4%
Have you ever witnessed harassment at La Salle University (or by a person affiliated with La Salle University) or been told of an instance of such harassment by a person who faced such behavior?	Never	60.2%	42.5%	67.0%	51.7%	70.8%
	At least once	39.8%	57.5%	33.0%	48.3%	29.2%
Have you ever witnessed discrimination at La Salle University (or by a person affiliated with La Salle University) or been told of an instance of such discrimination by a person who faced such behavior?	Never	58.0%	35.0%	66.1%	46.7%	72.2%
	At least once	42.0%	65.0%	33.9%	53.3%	27.8%

Note: Cells filled in gray indicates a statistically significant difference between groups using chi-square test of independence ($p < .05$).

Appendix G:

2021 Campus Climate Survey – Faculty Preliminary Results

	Strongly Disagree, Disagree, Somewhat Disagree	Neutral	Strongly Agree, Agree, Somewhat Agree
When offensive or hostile language, jokes, or behavior is used, it is communicated to the offenders that this is unacceptable at La Salle University. (n=108)* +	26.9%	24.1%	49.1%
I believe La Salle University leadership will take appropriate action in response to incidents of harassment or discrimination. (n=117)*	29.9%	12.0%	58.1%
La Salle University places too much emphasis on issues of diversity, equity, inclusion, and belonging. (n=118)	79.7%	11.0%	9.3%
La Salle University leadership shows that diversity is valued and an important mission driven initiative through its actions. (n=118)*	43.2%	16.9%	39.8%
La Salle University leadership handles issues related to diversity, equity, and inclusion satisfactorily. (n=115)	39.1%	27.0%	33.9%
My supervisor shows that diversity, equity, and inclusion are important through their actions. (n=112)	14.3%	13.4%	72.3%
The Provost's Office shows that diversity, equity, and inclusion are important through their actions. (n=114)*	29.8%	32.5%	37.7%
My Dean's Office shows that diversity, equity, and inclusion are important through their actions. (n=115)	14.8%	14.8%	70.4%
My department / program chair shows that diversity, equity, and inclusion are important through their actions. (n=115)	11.3%	10.4%	78.3%
My department / program colleagues show that diversity, equity, and inclusion are important through their actions. (n=116)	9.5%	7.8%	82.8%
La Salle University accommodates family or other personal responsibilities. (n=114)	23.7%	11.4%	64.9%
I worry about the effect of work stress on my personal health and wellbeing. (n= 118)+	22.9%	11.9%	65.3%
Relaxing and forgetting about work demands is hard to do for me.	21.4%	5.1%	73.5%

Notes:

* indicates a statistically significant difference for non-white and white respondents using chi-square test of independence ($p < .05$). A higher percentages of non-whites expressed more negative views for each.

+ indicates a statistically significant difference for men and women respondents using chi-square test of independence ($p < .05$). A higher percentage of women expressed more negative views for each.

Harassment & Discrimination

		TOTAL	Non-white	White	Woman	Man	Trans/ Non-conforming
Have you ever personally experienced harassment (of any kind) at La Salle University or by a person affiliated with the University?	Never	66.9%	64.7%	67.3%	68.3%	78.4%	50%
	At least once	33.1%	35.3%	32.7%	38.4%	21.6%	50%
Have you ever personally experienced discrimination (of any kind) at La Salle University or by a person affiliated with the University?	Never	72.9%	52.9%	76.2%	65.8%	86.3%	100%
	At least once	27.1%	47.1%	23.8%	34.2%	13.7%	0%
Have you ever witnessed harassment at La Salle University (or by a person affiliated with La Salle University) or been told of an instance of such harassment by a person who faced such behavior?	Never	51.3%	70.6%	48.0%	49.3%	60.0%	100%
	At least once	48.7%	29.4%	52.0%	50.7%	40.0%	0%
Have you ever witnessed discrimination at La Salle University (or by a person affiliated with La Salle University) or been told of an instance of such discrimination by a person who faced such behavior?	Never	50.4%	76.5%	46.0%	53.4%	50.0%	100%
	At least once	49.6%	23.5%	54.0%	46.6%	50.0%	0%

Note: Cells filled in gray indicates a statistically significant difference between groups using chi-square test of independence (p<.05).

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