Rhodes College

RHODES FRAMEWORK FOR INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY 2020 - 2024

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Rhodes Framework for Inclusion, Diversity, Equity and Accessibility Strategies,
2020-2024

Table of Contents

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Executive Summary

The Rhodes Framework for Inclusion, Diversity, Equity and Accessibility Strategies (IDEAS) emanates from the College's strategic plan, Achieving Our Best: A Strategic Vision for Rhodes College, 2020-2030, and outlines a process for advancing inclusion, diversity, equity and accessibility on campus. The framework identifies viable short-term and longer-term institutional goals to move us towards inclusive excellence over the next three years.

Since 2000, the College has engaged in several efforts that have resulted in a more diverse campus and greater attention to issues of inclusion, equity, and accessibility. Nevertheless, persistent challenges remain. The IDEAS framework features seven key priority areas with associated goals and commitments.

- **Commitment:** We will demonstrate institution-wide *commitment* to inclusive excellence. Such commitment is reflected in our shared definitions of diversity, equity and inclusion; campus standards, community conversations, policies and across all constituencies; the shared responsibility and accountability of every community member; and the willingness of institutional leaders to serve as champions for inclusive excellence.
- **Culture:** We will promote an institutional *culture* that encourages an equity-focused mindset and engages everyone in our inclusive excellence efforts.
- **Capacity:** We will Increase the *capacity* of all faculty and staff to promote inclusive excellence by providing education, awareness and training on inclusion, diversity, equity and accessibility.
- **Curriculum, Pedagogy and Faculty Development:** We will reflect inclusive excellence in our *curriculum*, pedagogy and faculty development.
- **Compensation and Employment:** We will pursue equity in employment representation and compensation for our *colleagues* across all divisions and at each level of the College and improve recruitment and retention of diverse faculty and staff.
- **Climate:** We will assess campus *climate* and commitment to diversity, equity and inclusion to identify factors that affect sense of belonging among faculty, staff and students.
Campus Life and Community: We will improve the recruitment and retention of diverse students; promote an inclusive *campus life and communit*y; and provide appropriate space, activities, leadership opportunities, resources and services to meet the needs of an increasingly diverse student body.

We believe the responsibility for creating a more inclusive educational environment must be shouldered by each member of the Rhodes community and made evident at every level and within each division of the organization. The fulfillment of the goals and objectives outlined will be supported by an assessment plan and metrics, an accountability plan that identifies individuals or units that are responsible for accomplishing or coordinating the effort; a three-year timeline with which to accomplish goals; and a communication strategy for conveying progress to the Rhodes community.

Introduction

In October 2019, the Rhodes College Board of Trustees approved the College's new strategic plan, Achieving Our Best: A Strategic Vision for Rhodes College, 2020-2030, setting forth the direction of the College over the next decade. Central to the plan are commitments to adopt best practices for equity and inclusion; develop opportunities for cross-cultural engagement, interfaith dialogue, and inclusive excellence; and develop a more diverse workforce. The Rhodes Framework for Inclusion, Diversity, Equity and Accessibility Strategies (IDEAS) emanates from the strategic plan and outlines a process for advancing inclusion, diversity, equity and accessibility on campus. We also identify viable short-term and longer-term institutional goals to move us towards inclusive excellence over the next three years.

The AAC&U Inclusive Excellence Framework

The American Association of Colleges and Universities (AAC&U) Inclusive Excellence framework (Millem, Chang & Antonio, 2005; Williams, Berger & McClendon, 2005) serves as the foundation for the diversity, equity and inclusion efforts at Rhodes. Inclusive Excellence is comprised of four components: 1) a focus on student intellectual and social development; 2) the purposeful development and use of organizational resources to enhance student learning; 3) consideration of the cultural differences among learners and of the ways in which those differences enhance the educational experience; and 4) a welcoming community that engages all of its diversity to benefit student and organizational learning. Within the framework, diversity is not an isolated initiative or set of initiatives. Rather, it is a crucial part of a comprehensive strategy for educating all students for success in a complex world and equipping them with intercultural competencies (Williams, Berger & McClendon, 2005). An underlying assumption of the framework is that diversity, equity and inclusion should be institutionalized and pervade all administrative levels and divisions of the college. Moreover, the commitment to Inclusive Excellence should be reflected in the institution's mission, vision, values, and strategic plan; and in the intentional allotment of finances, personnel and other resources.

The Inclusive Excellence Change Model

Because of the complex nature of higher education institutions, instigating organizational change can be a long and tedious process. Understanding the ways in which organizational culture affects progress towards goals is necessary for leaders who wish to be catalysts for sustainable transformational change. The Inclusive Excellence Change Model developed by Williams, Berger et al. for AAC&U suggests that leaders can be most effective in transforming institutions when they utilize a multidimensional approach to understanding organizational behavior and implement change along all of the dimensions in a coordinated and integrated manner (Berger & Milem, 2000; Williams, Berger & McClendon, 2005).

Various researchers have operationalized the Inclusive Excellence framework in ways that have yielded tools by which colleges and universities can assess their progress in moving toward diversity, equity and inclusion goals. While the tools vary in their specificity and comprehensiveness, a common thread is that they all support the institution in moving beyond a sole focus on the compositional diversity of its students, faculty and workforce. Among the most widely used assessment tools are those that examine aspects of organizational culture.

Problem Statement

Since 2000, the College has undertaken several analyses and commissioned various reports and task forces, yielding thoughtful insight and recommendations regarding diversity, equity and inclusion. These reports and their implementation have led to a more diverse campus and greater attention to issues of inclusion, equity, and accessibility. Nevertheless, persistent challenges remain:

- Rhodes College has a variety of diversity statements and statements of institutional mission. The connection between these and their relationship to inclusive excellence has not yet been clearly articulated. (Commitment)
- Goals pertaining to diversity, equity and inclusion currently have been set in many academic and operating departments but are not aligned or coordinated across all units of the institution. (Culture)
- Organizational leaders have not always received training in best practices for leading Rhodes' diversity, equity and inclusion efforts. (Capacity)
- Efforts to diversify the curriculum have not been assessed or analyzed. (Curriculum, Pedagogy and Development)
- Imbalances remain in hiring patterns. African Americans comprise slightly over one third of employees yet are disproportionately represented in service occupations. Fewer than four percent of employees at Rhodes are Hispanic, Asian, American Indian or Multiracial persons. The college has not yet met its goal of a $15.00 minimum wage. (Compensation and Employment)
- Campus climate surveys reveal that persons of color (e.g, African American, Latinx, and Asian American), LGBTQ persons, and women perceive the climate at Rhodes less positively than their white, male and non-LGBTQ peers. (Climate)

These issues take on added urgency as we recognize that Rhodes, like other U.S. colleges and universities, will be impacted by a rapid decrease in college-aged individuals and changes in the overall composition of that population. In particular, the proportion of first-generation, minority students (especially Latinx) will increase.

Dimensions of Inclusive Excellence and the IDEAS Framework

Rhodes College is committed to inclusive excellence and to making sustained progress toward building a diverse, equitable, and inclusive campus. Our commitment to inclusive excellence extends more broadly than a focus on diversity, which reflects the composition of the student body, faculty or work force. Instead, inclusion, equity, and accessibility, defined below, are all valued as vital components of an inclusive community.

We are committed to the following components of inclusive excellence.

- **Inclusion** consists of our active, intentional, ongoing and collective efforts to create a community that embraces difference and that welcomes, respects, supports, values and engages every individual or group. Inclusion entails our desire to work toward a campus

climate that fosters a sense of belonging, relationship building and community building across difference.

- **Diversity** is defined as our acknowledgment and embracing of the full range of psychological, physical, and social differences that exist within and outside the Rhodes community such as race, ethnicity, nationality, religion, social class, education, language, age, gender, gender expression, sexual orientation, ability, veteran or military status, and learning style. Our diversity-focus reflects our commitment to recruit and retain under-represented faculty, staff and students.
- **Equity** refers to our efforts to 1) ensure fair treatment, access, opportunity, and advancement and 2) identify and eliminate barriers that have prevented the full participation and recognition of some groups.
- **Accessibility** consists of our efforts to ensure that our facilities, in compliance with ADA, are readily usable by all members of our community; that classes, programs and activities are presented or provided in such a way that all members can participate, with or without auxiliary aid(s); and that print materials and electronic resources are available in accessible format for anyone who uses assistive technology.
- **Strategies** involve our collective plan for determining how resources should be created and allocated to accomplish our goals in a coordinated, systematic and intentional way. Strategies encompass our efforts to ensure that our inclusion, diversity, equity and accessibility work is comprehensive and institutionalized.

Sources of Input and Key Strategic Priority Areas

The development of this IDEAS framework for Diversity, Equity and Inclusion has occurred in several phases. During the initial phase, we conducted a comprehensive review of the strategic plan and other key sources of input that included the following:

1. Rhodes College Strategic Plan
2. Working Group and Committee Recommendations
   - Faculty Committee on Diversity & Equity
   - Working Group on Inclusive Pedagogy
   - Retaining a Diverse Faculty Task Force
   - RSG Diversity and Inclusion Committee
   - LGBTQ+ Working Group
   - Expressive Speech and Civil Discourse Working Group
3. Consultant Recommendations (2000 -2018)
4. Data-informed Recommendations
   - Campus Climate for Diversity and Inclusion Survey
   - Bias Education Response System (BERS) Reports
   - CUPA-HR DEI Maturity Index
5. Stakeholder Group Recommendations
6. Board of Trustees review and discussion.

From this comprehensive review, seven key priority areas and associated goals and commitments emerged. The action plan focuses on these seven priorities (our "seven Cs").

- **Commitment:** We will demonstrate institution-wide *commitment* to inclusive excellence. Such commitment is reflected in our shared definitions of diversity, equity and inclusion; campus standards, community conversations, and policies across all constituencies; the shared responsibility and accountability of every community member; and the willingness of institutional leaders to serve as champions for inclusive excellence.
- **Culture:** We will promote an institutional *culture* that encourages an equity-focused mindset, promotes campus-wide communication and accountability, and engages everyone in our inclusive excellence efforts.
- **Capacity:** We will Increase the *capacity* of all faculty and staff to promote inclusive excellence by providing education, awareness and training on inclusion, diversity, equity and accessibility.
- **Curriculum, Pedagogy and Faculty Development:** We will reflect inclusive excellence in our *curriculum*, pedagogy and faculty development.
- **Compensation and Employment:** We will pursue equity in employment representation and compensation for our *colleagues* across all divisions and at each level of the College and improve recruitment and retention of diverse faculty and staff.
- **Climate:** We will assess perceptions of campus *climate* and identify concerns, experiences and needs pertaining to diversity, equity, inclusion and accessibility.
  Campus Life and Community: We will improve the recruitment and retention of diverse students; promote an inclusive *campus life and community;* and provide appropriate space, activities, leadership opportunities, resources and services to meet the needs of an increasingly diverse student body.

The burden or responsibility for implementing this framework does not rest with any one individual or department. While there may be champions for diversity and inclusion who help to facilitate or drive the process, the responsibility for creating a more inclusive educational environment must be shouldered by each of us as we aim to make the commitment to inclusive excellence evident at every level of the organization and within each division of the organization.

To reflect this shared responsibility, our plan has two major components. Part 1 of the Action Plan identifies institution-wide goals and objectives. Part 2 of the Action Plan identifies goals and objectives that are specific to each individual department or unit at Rhodes.

Assessment and Accountability

The IDEAS Framework and three-year plan of action incorporates the following elements:

- An assessment plan and metrics used to track progress toward goals
- An accountability plan that identifies individuals or units that are responsible for accomplishing or coordinating the effort.
- A three-year timeline with which to accomplish goals
- A communication strategy for conveying progress to the Rhodes community.

A Note about Timing

This framework is being developed at a time when the College is reviewing its strategic plan in light of recent changes to higher education and the broader environment as well as on-going societal and demographic change. The *Planning and Priorities Task Force* has recommended priorities and budget guidelines to strengthen the college's financial position, build academic excellence, and create conditions for thriving into the future. The framework is being developed within the context of broader institutional considerations regarding resource allocation and alignment. We believe the action items in this framework are consistent with the priorities that have been affirmed by the *Planning and Priorities Task Force to* prioritize diversity, equity and inclusion as a guiding principle and strategic goal of the College.

Part 1: Rhodes College IDEAS Framework: Institution-Wide Goals

Part 1 of the Framework identifies institution-wide goals and objectives. Dates and the plan will be annually reviewed.

Goal/Objective	Accountable Unit	Timing (Begin Dates)
Commitment *We will demonstrate institution-wide <u>commitment</u> to inclusive excellence. Such commitment is reflected in our shared definitions of diversity, equity and inclusion; campus standards, community conversations, and policies across all constituencies; the shared responsibility and accountability of every community member; and the willingness of institutional leaders to serve as champions for inclusive excellence.*		
Adopt a three-year action plan for diversity, inclusion, accessibility and equity. Review progress toward goals on an annual basis.	SLT	April 2021
Convene a working group to draft a statement affirming Rhodes' commitment to inclusive excellence. Align all relevant institutional statements (e.g., honor code, social regulations code and commitment to diversity, employment and recruitment statements, etc.) and strategic priorities. It is critical that there be widespread community engagement and buy-in.	President, VPSI	Spring 2021
President and Vice President for Strategic Initiatives will report annually on inclusive excellence progress to the Board of Trustees who provide oversight of diversity, equity, inclusion and accessibility goals.	President, VPSI	January or October 2021, and annually

8

Legend: AP (Associate Provost); CHRO (Chief Human Resources Officer); CIO (Chief Information Officer); DFRDD (Dean Faculty Recruitment, Development and Diversity); DSP (Director Special Projects); FGC (Faculty Governance Committee); SLT (Senior Leadership Team); FPIC (Faculty Professional Interests Committee); T&P (Tenure and Promotions Committee); VPAA (Provost/VP Academic Affairs); VPEC (VP Enrollment/Communications); (VP Finance and Business Affairs); VPSI (VP Strategic Initiatives); VPSL (VP Student Life); IS (Information Services)

Culture *We will promote an institutional culture that encourages an equity-focused mindset, promotes campus-wide communication and accountability, and engages everyone in our inclusive excellence efforts.*		
Adopt an equity-focused approach to Rhodes's decisions, policies and practices. Such an approach considers the impact of decisions and policies for various groups that experience an issue and the ways that policies and practices can create, lessen or worsen inequalities for some groups.	SLT, CFO, CHRO, VPSL, DFRDD	Nov 2021
Develop strategy for reporting on issues of diversity, equity, inclusion and accessibility to the campus community (to include website, newsletters, forums, etc.). Ensure that initiatives emanating from various divisions or units (e.g., multicultural student affairs, faculty affairs and human resources) are coordinated, internally consistent and linked. Be sure to include link to Achieving Our Best: *A Strategic Vision for Rhodes College, 2020-2030,* and Strategic Initiatives website.	VPSI, Communications	Spring 2021
Create and adopt a formal plan to communicate Rhodes' position on diversity, equity, inclusion and accessibility in response to current events.	VPSI, Communications, DSP, DFRDD	Jan 2021
Develop campus-wide celebrations of diversity, equity, inclusion and accessibility that include opportunities for dialogue and self-discovery. Such celebrations might include recognition of individuals who complete a comprehensive professional development program on diversity and inclusion.	VPSL, VPSI, SLT	May 2021

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Recreate the performance review system, launching in Workday and adding a focus on diversity, equity and inclusion. Ensure that performance evaluations assess how all professional staff contribute to Rhodes' diversity, equity, and inclusion goals.	SLT, CHRO, CIO	July 2021 *Coordinate with Workday Implementation
Improve training for supervisors so they can better evaluate employees, provide ongoing feedback on performance, and facilitate employee career development and promotion.	SLT, CHRO	August 2021
Re-draft the Chair's Handbook to reflect the College's investment in the cultivation and maintenance of well-functioning, diverse departments and programs, and to clearly articulate the chair's role in advancing equity and inclusion in the "Department Chair Job Description."	DFRDD, AP	May 2021
Implement key recommendations from the Expressive Speech and Civil Discourse Working Group: 1) Develop a statement that articulates Rhodes' commitment to creating an environment in which diverse viewpoints and freedom of expression flourish; that underscores the importance of diversity, inclusivity, and civility; and declares that hate speech, properly defined, is inimical to our institutional values. 2) create online expressive speech "toolkits" or resource pages.	VPSL, VPAA, VPSI	Fall 2021
Review and, as appropriate, incorporate recommendations of the Global Rhodes Internationalization Lab regarding areas of strength and needed improvements in our engagement with comprehensive internationalization and the meaning of Global Rhodes to our community and our mission. (The work of the internationalization lab will conclude in spring 2021.)	Global Rhodes Team	Spring/Fall 2021

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Establish an accessibility advisory group at Rhodes to promote knowledge and advocacy in the areas of disability, accessibility, and/or Universal Design.	IS, VPSL, VPSI, Facilities, Communications	Fall 2021
Support process and structure of all diversity, equity, inclusion and accessibility working and advocacy groups (e.g., LGBTQ, disability and accessibility, place of origin, religious)	VPSL, VPAA, VPSI	Spring 2021
Capacity (Education, Awareness and Training) *We will Increase the capacity of all faculty and staff to promote inclusive excellence by providing education, awareness and training on inclusion, diversity, equity and accessibility.*		
Require introductory level anti-bias training for all Rhodes College employees (such as through Everfi).	CHRO, VPAA, VPSI	Feb 2021
Include orientation for all new faculty and staff that includes awareness of diversity, equity, inclusion and accessibility programs and services, and expectations regarding DEI and implicit bias.	CHRO, DFD, DFRDD, VPSI, IS	Aug 2021 *Incorporate Workday Learning
Create a diversity, equity, inclusion and accessibility professional development program that provides opportunities for dialogue and advanced training on key topics (Phase 1). Track participation and enrollment through Workday Learning (Phase 2).	VPSI, CHRO, DFRDD, VPSL, IS	Aug 2021 (Phase 1) Feb 2022 (Phase 2)
Provide capacity-building assistance for Senior Leadership Team, Cabinet and other key campus leaders on strategies for leading diversity, equity, inclusion and accessibility efforts	President, VPSI, Division VPs	January 2021

11

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within their divisions and on campus. Encourage industry-specific awareness of diversity, equity, inclusion and accessibility issues and best practices.		
Improve training for all new and continuing department chairs so they can better facilitate career development of faculty.	DRRD, AP	Aug 2021
Build and maintain resource libraries on the OFRRD website to support faculty work in areas related to inclusivity and equity.	DFRDD	Oct 2020
Curriculum, Pedagogy and Faculty Development *We will reflect inclusive excellence in our curriculum, pedagogy and faculty development.*		
Include additional professional development for Associate and Full professors that includes awareness of diversity, equity, inclusion and accessibility programs and services, and expectations regarding DEI and implicit bias awareness.	CHRO, DFRDD, IS	Aug 2021
Provide tools to support Department/Program chairs in their annual assessment of the diversity represented both in course offerings and in course content.	Academic Affairs, Faculty Diversity and Equity Committee	May 2021
Assess and, where appropriate, amend current guidelines and procedures for faculty reviews to further our goal of achieving inclusive excellence.	DFRDD, FGC, T&P, FPIC	Summer 2021
Publish to faculty, in a more comprehensive and transparent way, the full range of resources, support programs, and opportunities available for the professional development of Rhodes faculty members.	DFRDD	Fall 2020

12

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Publish specific resources for first-year faculty, and for all faculty making the transition to life in Memphis on the Office for Faculty Recruitment, Retention, and Diversity Website.	DFRDD, Communications, IS	Fall 2020
Climate *We will assess perceptions of campus climate and identify concerns, experiences and needs pertaining to diversity, equity, inclusion and accessibility.*		
Conduct campus climate survey for diversity, equity, inclusion and accessibility every three years to identify concerns, experiences, and needs. Review data, paying particular attention to variations across protected categories (i.e., race, ethnicity, sex, and national origin).	SLT, VPSI, Institutional Research	April – June 2021, 2024, 2027
Implement processes to specifically understand how Rhodes' DEI climate and culture contribute to faculty and staff departures.	SLT	Jan 2021
Research best practices (Phase 1) and conduct (Phase 2) employee exit interviews that specifically ask about diversity, equity, inclusion and accessibility concerns, experiences, and needs to identify factors that shape employment decisions.	CHRO, DFRDD, AP	Mar 2021 (Phase 1)/ July 2021 (Phase 2)
Review and expand the means by which we collect data regarding student experiences related to diversity, equity, inclusion and accessibility concerns, experiences and needs in order to identify factors and trends that shape decisions.	Student Life, Enrollment, Development, Institutional Research	July 2021
Identify and establish benchmarks for assessing department/program climate.	DFRDD, AP	Jan 2021

13

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Compensation and Employment: Equity in Recruitment, Retention, Representation and Compensation		
We will pursue equity in employment representation and compensation for our colleagues across all divisions and at each level of the College and improve recruitment and retention of diverse faculty and staff.		
Set goals and review annually data on compensation and employment trends at Rhodes, paying particular attention to variations across protected categories (i.e., race, ethnicity, sex, and national origin).	SLT	Nov 2021
Continue to implement our five-year plan for increasing the minimum hourly wages for non-exempt employees to achieve a minimum of $15/hour.	President, VPFB	July 2021
Identify ways to assess progress in building a diverse faculty and fostering a faculty culture of equity and inclusion.	DFRDD, VPAA	July 2021
Determine appropriate institutional goals and strategies to recruit and retain a diverse student body, staff and faculty.	SLT	Jan 2021
Review and enhance our recruitment toolbox to attract a greater number of highly qualified and diverse candidates for faculty and staff vacancies.	CHRO, DFRDD, VPAA	Dec 2020
Identify a pool of trained advocates to provide advice and resources on diversity to search committees for faculty and senior staff positions.	CHRO, DFRDD	Jan 2021
Provide hiring managers and department chairs with implicit bias training and ensure that diversity is prioritized in the hiring process.	CHRO, DFRDD	Sep 2021

14

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Identify strategies for partnering with organizations or institutions to create strong pipelines for diverse candidates. Focus our outreach on recruiting a wider range of candidates for positions.	CHRO, DFRDD	April 2021
Enhance professional development opportunities in order to retain and promote an excellent and diverse staff (Phase 1). Track participation and enrollment via Workday Learning (Phase 2).	DFRDD, Provost, VPSI, CHRO, IS	Jan 2021 (Phase 1) March 2022 (Phase 2)
Support the exploration and continued development of faculty and staff affinity groups that would help facilitate professional and social development of members of those groups.	CHRO, DFRDD, VPSI	TBD
Continue to explore health insurance plans that are more inclusive of gender non-conforming and transgender medical needs.	CHRO, VPFB	July 2021
Campus Life and Community *We will improve the recruitment and retention of diverse students; promote an inclusive campus life and community; and provide appropriate space, activities, leadership opportunities, resources and services to meet the needs of an increasingly diverse student body.*		
Continue to recruit a diverse student body and find new approaches in a shifting landscape.	VPEC	Ongoing
Continue to build and support student success and retention efforts for a diverse student body.	Student Life	Ongoing
Implement and embrace our new POSSE partnership and program.	VPEC, Student Life	Feb 2021

15

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Strategically integrate diversity professional development and trainings for division staff; ensure that staff are well-versed in diversity and equity issues in order to address concerns about those issues that our students face.	VPSL, Various Directors, CIO	Jan 2021
Require introductory level anti-bias training for all Rhodes students (such as through Everfi).	VPSL	Oct 2020
Audit and ensure annual student trainings include intermediate and advanced diversity and inclusion components (RAs, PAs, RSG, Honor Council, Fraternity Sorority Life, Peer Tutors, Bonner, Kinney, student workers, etc.).	VPSL, Various Directors	March 2021
Examine selection processes for student leadership positions to ensure an equity frame is in place and opportunities are available to the widest cross-section of the student body.	VPSL, Various Directors	June 2021
Conduct an audit of resources and services for all identity-based student organizations and groups.	VPSL, Various Directors	June 2021
Assess campus facilities, space, and signage to ensure they support student success and access. This will include assessing the space and gathering needs for students of diverse backgrounds, include race, ethnicity, nationality, gender expression, and religious beliefs. This may include facilitating conversations about how space is assigned and used in an equitable way and convening diverse students, groups and organizations to identify specific needs and concerns. Campus space auditing and assessment should include potential options for relocation and potential time lines.	VPSL, Various Directors, Facilities	Jan 2021

16

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Appendix 1: Examples of Recommendations from Previous Analyses of Diversity and Campus Culture at Rhodes

Over the past two decades, Rhodes has engaged in several analyses of diversity, equity and inclusion. The recommendations emanating from those analyses have contributed to greater campus diversity and awareness of issues of inclusion, equity, and accessibility. The table below provides examples of the 80 recommendations arising from those previous analyses. Parentheses are used to identify the year(s) in which the recommendations were offered.

The IDEAS framework represents a coordinated-institution-wide effort to address diversity, equity, inclusion and accessibility issues at Rhodes which has not existed in the past. The framework has recast previous recommendations into an integrated, institutional approach that should increase the likelihood of systemic, culturally-based adoption of DEI principles throughout the institution.

Through the framework, the President and Senior Leadership Team will consider how Rhodes' organizational culture affects the College's capacity for change; take measurable action toward creating an institution that leverages diversity for student learning and institutional excellence; and track the individual factors that lead to institutional transformation.

Philosophy and Mission
- Develop a public diversity policy that indicates clearly that the college values diversity and seeks to foster an atmosphere of tolerance and cooperation -- an atmosphere in which prejudice (particularly in regard to race and ethnicity, gender, religion, and sexual orientation) is actively discouraged and diversity is actively celebrated. (2000)   - Develop a committee of the Board of Trustees whose function is to promote diversity at the college. (2000)   - Full community discussion about diversity at Rhodes led by Rhodes faculty with scholarship in the field, employees, students and alumni. Trustees, senior administrators, faculty, staff and students should be involved in the design and implementation of the event. (2002)   - Make certain that the college's news publications focus on the issue of diversity through articles on the Diversity Task Force's report, recruitment efforts, etc., as well as editorials by the college president and others. (2000)   - Revise the Rhodes *Standards* to alert members of the community to their responsibility to be aware of and confront issues of disrespect and discrimination, including harassment and intimidation. (2002)   - Approach *diversity* and *inclusion* as separate and equally important matters for the College to address. This approach allows for a more complete analysis of what must be done both to attract African Americans and other minorities to Rhodes and to incorporate them successfully into the institutional culture--its values, policies, and practices—*to integrate* them. (2002)

- Examine all its recruiting materials, including the college catalogue and the college web page, to make certain that they reflect the college's desire for a diverse community. (2000)

Faculty Support for & Involvement in DEI

- Create a Diversity Fellows program that provides opportunities for tenured faculty to cultivate and create exercises that incorporate readings, philosophies and scholarship from diverse populations. (2015)
- Provide diversity/sensitivity training workshops for faculty as well as students. (2000, 2002, 2015) Institutionalize mandatory sensitivity training for faculty as "faculty development" activity that is normative and ongoing, as opposed to short-term or "one-shot" training session. (2002)
- The Office of Academic Affairs should craft a series of questions related to classroom climate to be included on the IDEA student evaluation forms. (2015)
- Encourage departments to seek out and recruit qualified minority candidates. (2000, 2002)
- Encourage the college's faculty to create or strengthen study-abroad programs that would send students to parts of the world that are currently not well-served by the college's established study-abroad programs. (2000)
- Encourage faculty to initiate and/or continue bridge-building efforts with the area's African American community and other minority communities through schools, churches, organizations, etc. (2002)

Curriculum, Pedagogy & Research

- Ask the Faculty Educational Development Committee to examine ways in which the college curriculum could be used to help promote diversity. (2000)
- The College should create a Task Force to investigate the necessity and feasibility of crafting curricular innovations related to F1 and F9 courses. This Task Force would explore the best practices of other liberal arts institutions in an effort to compare the current requirements in the areas of F1 and F9. (2015)
- With due regard for academic freedom, the Dean's Council should consider the issue of classroom climate and the faculty member's responsibility for maintaining a healthy learning environment for all. (2002)

Staff Engagement & Involvement in DEI

- Seek greater diversity in the college's staff at all levels. (2000)
- Expand the diversity/sensitivity training that the college provides for campus safety staff to include other staff members, and work to improve the college's diversity/sensitivity training programs for campus safety staff. (2000)
- Encourage staff that sponsor student programs to be more inclusive in their activities.
- Implement processes to enable, support, and assess the diversity work of faculty and staff. (2002)

Student Support for and Involvement in Diversity, Inclusion and Equity
- Include a Statement of Campus-wide commitment during pledging process (2015)   - Include diversity/sensitivity training in the college's orientation for first-year students. (2000, 2002, 2015)   - Continue the practice of hosting minority weekend orientations for all interested minority students. (2000)   - Defer fraternity and sorority rush to the second semester. (2000, 2002, 2015)   - Ensure ADA Compliance. (2015)   - Study how the experience of the financially needy student differs from the experience of others to determine whether an unintended consequence of being in need of financial assistance reduces or even eliminates the possibility of fully engaging in the life of the College. (2002)   - Implement an "early warning system" that detects poor performance or that assists faculty and students in dealing with the possibility of failure. Psychological counseling, academic counseling, advising, tutoring, career planning, volunteer activity, paid employment on or off campus, all serve to ensure the success of students once admitted. (2002)   - Promote more multicultural events on campus, including events (concerts, theatrical events, speakers, films, etc.) aimed at a diverse audience. (2000)   - Require social justice training for all student leaders. (2015)   - Commit more resources to financial aid for minority students.
Administrative Leadership & Institutional Support
- Convene a committee or charge the existing Diversity Task Force to consider whether Rhodes has achieved the full integration—academic and social—of African Americans at the College. (2002)   - Monitor internal promotions for diversity (2015)   - Create a new senior administrative position to lead, coordinate, assess, and champion diversity; to oversee the implementation of Rhodes' diversity plan; prioritize recommendations that bear on academic searches, curricular changes, faculty development, academic support systems, admission and recruitment; and implement processes to support and assess the diversity work of faculty and staff. (2002, 2015)   - Hire a senior black administrator that reports directly to the President [to] signal to the community that the incumbent has derivative authority from the President. (2002)   - Create a new full-time staff position in the Office of Admissions with the primary responsibility of recruiting qualified minority students. (2000)

Table 1

Appendix 2: Rhodes Strategic Plan DEI Elements

Focus Area	Investment Area	Initiative
Build Academic and Creative Excellence	Excellence in the Liberal Arts	1) Support initiatives to attract and retain an excellent and diverse faculty. 2) Support faculty efforts to develop as teachers and scholars. 3) Revise our curriculum to meet student needs. 4) Identify new resources to support faculty initiatives, including faculty collaboration and curricular engagement with the city of Memphis and our region.
	A Globally Engaged Curriculum	Foster growth in international enrollment.
	A Globally Engaged Curriculum	Support faculty efforts to develop a globalization strategy that brings study abroad, international recruitment, and academic study into alignment.
Foster a Culture of Belonging to Support Leadership Readiness	An Inclusive and Principled Campus Community	Create an environment that is welcoming to everyone. Provide enhanced mentoring and professional development to ensure that faculty and staff are equipped with both the skills and the knowledge to support the needs of a changing student body.
	An Inclusive and Principled Campus Community	Foster a sense of belonging so that students have a stable foundation from which to be challenged and to learn.
	An Inclusive and Principled Campus Community	Build a faculty and staff reflective of student diversity.

	Service to Memphis	Become more strategic about our potential for positive impact on our city. Collaborate with partners and stakeholders to identify areas of focus.
	Service to Memphis	Develop systems for tracking and assessing impact and results.
	A Community of Honor, Understanding, and Respect	1) Teach the skills needed for democratic citizenship, community building, and productive engagement with others. 2) Expand opportunities for students to engage in meaningful dialogue about difficult topics. 3) Provide more explicit training in the skills needed to live with, and learn from, others across political, religious, economic, and cultural differences.
	A Community of Honor, Understanding, and Respect	Support a campus culture that fosters resilience, health, and respect for others, even as it challenges students to consider new perspectives and ideas.
Secure Our Future	Building and Sustaining an Outstanding Workforce	Support faculty and staff development and will aim to bring salaries in line with appropriate benchmarks where needed.
	Building and Sustaining an Outstanding Workforce	We will also identify strategic staffing opportunities that allow the college to better serve students as we implement the Rhodes Edge.

Appendix 3: Rhodes College Diversity, Equity and Inclusion Metrics

As part of the Rhodes Strategic Plan, we identified metrics needed to assess progress toward each of our goals. The metrics below will enable us to assess our progress in achieving diversity, equity and inclusion goals among faculty and staff. This assessment would consistently monitor progress within several protected categories that are routinely reported to external entities – race, ethnicity, sex and national origin. When available, data on sexual orientation, religion, and age (40+) will be included in our analyses. In addition, we will identify and utilize assessment tools that will correlate changes in these metrics with the implementation of the goals and steps outlined in Part 1 of the framework.

Type	Focus area	Measurement	Categories	Analyses
Diversity	Representation Metrics	How does the representation of members of minority groups compare to the representation of majority groups or institutional benchmarks? (Who is here now?) *What are the appropriate institutional benchmarks?*	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status	▪ Institution-wide ▪ Division-wide ▪ Department-wide ▪ Faculty/staff status ▪ Academic rank and tenure status ▪ Full-time/Part-time status ▪ Occupational category ▪ Annual salary and salary outlay

Diversity	Recruitment Metrics	How does the representation of members of minority groups in the applicant pool compare to the representation of majority groups or institutional benchmarks? (Who is in our applicant pool or talent pipeline?) *What are the appropriate institutional benchmarks?*	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status	▪ Institution-wide ▪ Division-wide ▪ Department-wide ▪ Faculty/staff status ▪ Academic rank and tenure status ▪ Full-time/Part-time status ▪ Occupational category ▪ Annual salary and salary outlay
Diversity	Staffing and Placement Metrics	How does the representation of members of minority groups hired or placed compare to the representation of majority groups or institutional benchmarks? (Where are people placed within the institution?)	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status	▪ Institution-wide ▪ Division-wide ▪ Department-wide ▪ Faculty/staff status ▪ Academic rank and tenure status ▪ Full-time/Part-time status ▪ Occupational category ▪ Annual salary and salary outlay

Equity	Transaction Metrics	Are faculty and staff members of minority groups being retained, advanced, referred for performance improvement plans, etc. at the same or different rates relative to members of majority groups, and why? Are we consistently tracking when members of minority groups were hired, when they left, and the nature of their departure? (Who stays? Who leaves? Who is promoted? Who is not? Is there a "revolving door" for members of historically marginalized groups?) What are the reasons for these transitions?	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status	▪ Institution-wide ▪ Division-wide ▪ Department-wide ▪ Faculty/staff status ▪ Academic rank and tenure status ▪ Full-time/Part-time status ▪ Occupational category
Inclusion	Training Metrics	How does the percentage of employees that complete diversity-related training, general training participation rates, and demographics of talent pipeline compare across diverse groups?	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status	▪ Faculty/staff status ▪ Organizational unit ▪ Employment level ▪ Length of service
Inclusion	Workplace Climate Metrics	How do perceptions of campus workplace climate among members of minority groups and majority groups compare over time and across various organizational units?	▪ Race/Ethnicity ▪ Sex ▪ Citizenship Status ▪ Sexual orientation ▪ Other	▪ Faculty/staff status