Roadmap towards Achieving Diversity, Equity, and Inclusion
Achieving diversity, equity, and inclusion is a collective effort, requiring commitment by all members of a community. In 2019, the Manhattanville College Road Map towards Achieving Racial Equity and Inclusion was drafted. The roadmap serves as a living document, reviewed and updated regularly as the community engages around diversity, equity, and inclusion. Through the ongoing work of the Diversity, Equity, and Inclusion (DEI) Council, the support of the College administration, and dedicated faculty, staff, and students from multiple areas and disciplines – Manhattanville College will address the five priorities below.

The DEI Council, chaired by Loren Ciardullo, special assistant to the President and Title IX Officer, meets monthly with two subgroups: one focusing on understanding the data and the other focusing on educational efforts. The Council is comprised of administration, faculty, staff, and students. This mid-year report provides an update on progress made with an end of the year report available June, 2022.

I thank the community for your involvement in this critical work that has no end. Together, we will “create a diverse, inclusive, and nurturing environment” where all students can succeed.

Sincerely

Cindy Porter
Vice President of Student Affairs and Chief Diversity Officer
Achieve a balance of representation in the community composition.

According to the Race and Ethnicity in Higher Education 2020 Supplemental Report “Across all positions and seniority levels, faculty, staff, and administrators remain less diverse than the student body.” The report showed that while the diversity of the undergraduate and graduate student population became more diverse; the make-up of the faculty remained relatively unchanged with 21.2% identified as full-time faculty of color. At Manhattanville, faculty who identified as Black, Asian, LatinX, or multiracial made up 13.5% of the faculty.

Numerous strategies were implemented to increase diversity within the faculty, staff, and administration. These included: joining the Gettysburg Consortium, requiring training on conducting inclusive searches for all search committees, and requiring diversity statements for faculty and certain staff and administration positions.

On a very encouraging note the 2021-22 academic year began with the following gains:

![Staff and Faculty Representation: Fall 2020 vs. Fall 2021](chart.png)
The Chief Diversity Officer (CDO) and Human Resources Director will continue refining training for both faculty and staff search committees, provide training for cabinet members on approving searches, and identifying ways to better collect demographic data for candidate pools. Additionally, incorporating DEI as a part of the employee annual performance review is being explored.

Multiple units are implementing strategies to attract and retain Black students. The admissions team is now reporting real time enrollment data, disaggregated by race. The Alumni Office and the Center of Student Involvement and Leadership have partnered on two initiatives: the launch of Black at Manhattanville (BAM), a program that pairs alums with incoming Black students who want a mentor; and supporting the Black Student Union (BSU) in creating a student scholarship for an incoming student.

Provide tools and training for faculty, staff, and students to develop and maintain a culture supportive of diversity, equity, and inclusion, reflective of Manhattanville’s mission.

With leadership from multiple members of the DEI Council including the School of Education faculty, the Council established an agreed upon set of learning outcomes to guide ongoing educational efforts.

Manhattanville faculty, staff, and students will be able to:

- critique structures of power and institutions from the standpoint of embedded privilege and social norms.
- interpret how external factors influence identity, and the intersection of one’s multiple identities.
- identify and critically reflect upon the various aspects of one’s identity.
- apply one’s self-awareness of their biases to enact strategies to respond to unconscious and conscious biases.
- practice skills including self-care strategies for experiences of bias, active listening, empathy, and effective ally ship.
- engage non-dominant perspectives with respect and empathy
- implement strategies to achieve equity
This fall, the Center for Teaching and Learning (CTLS), the Director of the CTLS, Carleigh Brower, collaborated with the Center for Inclusion (CFI), DEI Council, and the Center for Student Accommodations (CSA) to provide workshops and resources around building inclusive classrooms. Fall sessions included:

- "Understanding and Addressing Microagressions in the Classroom," led by CFI Director Anthony Wilder,
- "Normalizing Intersectionality in the Classroom," led by CFI Coordinator Kahlil Koromantee, and
- "Using Critical Media Literacy to Create a Decolonial, Anti-Racist Teaching Philosophy," led by Professor Alexis Romeo Walker.

The CTLS is poised to make significant progress towards increasing faculty’s understanding and readiness to decolonize disciplinary curricula.

New this spring, the CTLS will offer a Faculty Learning Community led by a Faculty Fellow that will explore how Manhattanville faculty can embrace an antiracist and decolonized approach in the classroom, with particular focus on Manhattanville College’s mission of educating ethical, global citizens, and the College’s recently recognized status as an HSI.

Two additional initiatives launched this fall: a mandatory DEI conference for all faculty and staff and required on-line courses for employees and students. The employee course offers five learning modules focused on diversity in the workplace. Students completed a two-part course on diversity, inclusion, and belonging. The figure below shows current completion rate of the Everfi courses.

A push in underway to increase these numbers for the spring.
Identify and address achievement gaps for marginalized students

The first task was to gather a complete picture of Manhattanville’s outcomes from underserved populations. Nationally, white students continue to exceed Black and Hispanic students in postsecondary 4-year graduation outcomes in education. National data shows that 45% of White students graduate as compared to 32% of Hispanic students and 21% of Black students. Christine Farrugia, Director of Institutional Research, was instrumental in analyzing Manhattanville’s data to identify where gaps exist.

KEY TAKEAWAYS

- There is greater variability in the retention of Black and Hispanic students
- Black and Hispanic students graduate at lower rates than white students.
- First generation students are more likely to graduate in six years
- Retention of Black and Hispanic First Generation students is lower than White First Generation students
- High retention programs (ex. Castle scholars, athletes) lack representation of Black students

The following three tables provide detailed information on retention among Black, White, and Hispanic students, Black and Hispanic Graduation Rates, and Graduation Rates of First Generation students.
Table 1: Retention Rates of White, Black, and Hispanic Students

Retention among Black and Hispanic students is more variable than White students.

Table 1
Data from Institutional Research 8/2021

* Note that some of the variation may relate to data issues, as there was variability year to year in reporting of race/ethnicity and race unknown/not disclosed.

Table 2: Graduation Rates of White, Black and Hispanic Students

Black and Hispanic students graduate at lower rates than White students.
The next steps will be to better understand what factors are contributing to the gaps at Manhattanville.

**Create equitable engagement opportunities for students, faculty, and staff that foster a sense of belonging.**

The first-year seminar offers an excellent example of how a course was redesigned to engage students around diversity and inclusion. “Principles vs Prejudices,” was piloted in fall 2018 and highlights the College’s history of social action and mission to “educate students to be ethical and socially responsible members of a global community.” The seminar’s centerpiece is Mother Dammann’s 1938 speech, “Principles vs Prejudices,” written in response to Manhattanville College alumnae who objected to Mother Dammann admitting the first African American student. The speech continues to be relevant today as we grapple with issues of diversity, equity, and inclusion. Course materials included a common read - Daisy Hernandez’s memoir *A Cup of Water Under My Bed* (fall 2020 and 2021). All first-year instructors supplement these readings with their own articles.

The First Year Program also collaborates with the Center for Student Involvement and Leadership (CSIL) and the CFI (Center for Inclusion) to organize co-curricular events that are mission-focused providing a “diverse, inclusive, and nurturing environment” for students.

Faculty have also developed new courses in nursing and sports studies: NUR 4060: Reducing Racial and Ethics Disparities in Healthcare; SPRT 3020: The Black Athlete.
Co-curricular data collected through Manhattanville’s online platform indicates different population of students have different level on engagement. For example, international students represent a small percentage of our overall student population, yet 30% of leadership roles in student clubs and organizations are held by international students.

This data is reflective of 2020-21, a year when the College was taking necessary measures to combat COVID. Student Affairs will continue tracking this data as well outreaching to students.
Increase collaboration and communication around the College’s various diversity and inclusion efforts.

This priority looks to improve the College’s communications around DEI, and to create new internal and external partnerships. Multiple efforts are underway and will be reported on in detail in the end of year report. They include:

- The communications team will conduct an equity audit this spring in conjunction with the website redesign. This includes evaluating web pages and written pieces for inclusive language.
- The communications team is developing an equity audit inclusive language guide
- Human Resources is reviewing the current performance review documents to incorporate DEI goals.
- Increase awareness of the Bias Education Response Team (BERT).
- The addition of a Bias Incident Dashboard for the Website
- Incorporation of DEI in the newest strategic plan.