



WEST VIRGINIA

CHANCELLOR'S

Diversity Initiative

CHANCELLOR'S DIVERSITY INITIATIVE

CHANCELLOR'S DIVERSITY INITIATIVE COUNCIL

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Executive Summary

In November 2009 the Commissioners of the West Virginia Higher Education Policy Commission approved a planning and assessment effort called the Chancellor's Diversity Initiative (CDI). The objectives are

- To provide direction to the Commission regarding how its existing programs and policies can be coordinated and improved to enhance and celebrate diversity;
- To help establish a framework for the long-term continuation of the Chancellor's Diversity Initiative, including a strategic planning cycle; and
- To provide recommendations regarding the appropriate roles for the Commission in encouraging and supporting campus diversity initiatives.

Five principles inform the work of the Council.

- Inclusion is expected.
- Students must be prepared to live and work in a diverse world.
- Education is essential.
- Investment is necessary.
- Collaboration is paramount.

Diversity for Equity

Diversity is defined broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions. West Virginia cannot hope to meet its workforce and economic needs without tending to the attainment of its diverse students.

Findings

These findings emerged from informational interviews and reviews of policies, procedures, mission statements, strategic plans, and more.

- Commission diversity policies are mostly compliance oriented and focused on institutions.
- Diversity efforts at the Commission have developed incrementally, are not coordinated agency-wide, and are not part of strategic planning.
- Diversity does not explicitly inform the day-to-day work or climate of the Commission.
- The Commission does not have clear structures to hold itself or its institutions accountable for diversity.

Key Recommendations

- It is critical that the Commission appoint a diversity coordinator to oversee, direct, and further the goals, visions and recommendations of this initiative.
- Campus & Community (C&C) Teams based in each institution and its surrounding community will serve as the conduit between the Commission and each campus and community.
- A standing Diversity Council will advise the Commission regarding implementation of current recommendations and longer-term strategies.

Chancellor's Diversity Initiative

The case for addressing educational equity for diverse students is clear: West Virginia will need to produce over 40,000 more Associate and Bachelor's degree holders by 2025—an average annual increase of about 17 percent or about 2,000 more degrees per year—to reach the U.S. average educational attainment of 55 percent of 25- 65 year olds having an Associate's degree or higher. Moreover, a recent report from the Georgetown University Center on Education and the Workforce estimates that in order to fill projected demand for workers statewide, West Virginia will need to produce an additional 20,000 graduates—chiefly at the sub-baccalaureate level—by 2018 (Carnevale, Smith, & Strohl, 2010). Achieving these goals requires the State to improve attainment for groups whose access to education is often limited—working adults, first-generation students, racial and ethnic minorities, low-income students, Veterans, and more. Tending to the access and success of our diverse (see definition below) student groups is not only a matter of equity, but also a demographic necessity and economic imperative. The make-up of West Virginia's citizenry is changing to reflect the shifting demographics of the nation. Those that comprise the majority of West Virginia's people and form its economic and democratic bases have the lowest levels of formal education. Consider the following details about West Virginia students that remain underrepresented in our higher education system but represent some of the diversity of our state.

First-generation students. A survey of the 2007 West Virginia senior class shows about half of all high school graduates are first-generation; their parents or guardians did not attend college (HEPC, 2007). First-generation students are less likely to attend college, less likely to attend a four-year school, and less likely to complete a degree, regardless of the institution type attended (Engle, Bermeo, & O'Brien, 2006).

Low-income students. In 2007 West Virginia ranked 10th in the nation in proportion of students receiving free or reduced lunch—an indicator of economic need (USDA, 2009) and ranked 7th in the nation in terms of statewide poverty rates compared to national averages. In 2006, just over 19 percent of low-income students in West Virginia attended college (Mortenson, 2009) compared to a continuation rate of nearly 58 percent for West Virginia students overall (NCHEMS, 2006).

Rurality. Data from the 2000 U.S. Census indicate that poverty rates are highest in rural counties and, not surprisingly, college-going rates are among the lowest. A number of rural counties in West Virginia send as few as 30 percent of their students on to college each year compared to an overall statewide average of 60 percent (HEPC, 2009).

Race & ethnicity. The number of Whites in West Virginia will continue to decline whereas the numbers of Blacks, Latinos, and Asian American/Pacific Islanders will increase. Although Whites are projected to continue comprising the majority (just over 90%) of public high school graduates each year (2009 to 2021), as a proportion of total graduates they will decline by nine percent. By comparison, the number of Latino students is projected to increase nearly 250 percent followed by Asian American/Pacific Islanders at 93 percent (WICHE, 2008). Yet, nearly 30 percent of Hispanics do not complete high school in the State and Blacks lag behind Whites with respect to postsecondary degree completion.

Tending to the attainment of West Virginia's students is also a social imperative. It is well-documented that education is paramount for personal and social well-being. In the College Board's (2010) recently published report, *Education Pays 2010*, authors note the obvious economic benefit of getting more students to and through degree programs but remind readers that “society would become immeasurably poorer if financial pressures were to lead us to think of higher education as synonymous with job training” (Baum, Ma, & Payea, 2010, p. 1). Another recent report by American Human Development Project (Lewis & Burd-Sharps, 2010) ranks West Virginia last in the nation in terms of overall well-being, as measured by a variety of health, education, and income indicators. West Virginia ranks 49th in the United States with respect to life expectancy and education and 48th in per capita income. The authors note the interrelated nature of education, health, and economic well-being and education is an important aspect of improving well-being for the citizens of West Virginia. To enhance the educational profile of West Virginia, it is paramount we close the achievement gap through a clear and deliberate focus on diversity for equity.

The Charge

In this context the Commissioners for the Higher Education Policy Commission initiated the Chancellor's Diversity Initiative (CDI), a planning and assessment effort to take stock of diversity efforts at the agency and among the institutions it helps oversee. The goal of CDI is to help ensure equity in educational outcomes for diverse students. As part of the charge from the Commissioners, a Diversity Council was established as the steering body. The Council consists of educational, business, community, and philanthropic representatives from across the state as well as national experts. President Clements of West Virginia University and President Walker of Bluefield State College serve as the Council co-chairs. The goals of the Council are

- to provide direction to the Commission regarding how its existing programs and policies can be coordinated and improved to enhance and celebrate diversity;
- to help establish a framework for the long-term continuation of the Chancellor's Diversity Initiative, including a strategic planning cycle; and
- to provide recommendations regarding the appropriate roles for the Commission in encouraging and supporting campus and community diversity initiatives.

Defining Diversity: Closing the Achievement Gap

As one of its first tasks, the Council adopted a working definition of diversity to help frame discussions and deliberations. Diversity is conceptualized broadly and focuses on the notion of diversity for equity in educational outcomes. Diversity is embodied in the race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, veteran's status, and ability of the students, staff, and faculty of our institutions. It encompasses the people, cultures, and climates of all institutions. We recognize the breadth of diversity in West Virginia and acknowledge that educational attainment varies across different forms of diversity. For example, a survey of the 2007 West Virginia senior class shows that about half of all high school graduates are first-generation; their parents or guardians did not attend college (HEPC, 2007). First-generation students are less likely to attend college, less likely to attend a four-year school, and less likely to complete a degree, regardless of the institution type attended (Engle, Bermeo, & O'Brien, 2006). In order to celebrate and honor diversity, West Virginia must focus on delineating and closing the achievement gap.

Process and Deliberations

As the foundation for its deliberations, the Council gathered data and information about the policies and procedures pertaining to the Commission. In addition, data were collected regarding efforts around diversity at the campus and community level (see Table 1). Efforts were divided into three focal areas: (a) Commission leadership, (b) campus and community, and (c) sustaining CDI. Three workgroups were formed to focus on each of these areas. Workgroups met separately each month then came together in an iterative process of data gathering, interpreting information, and deliberate discussion.

Table 1. Data Sources and Foci for Deliberations and Recommendations

Source	Focus
State laws pertaining to postsecondary education	State
Interviews with senior level Commission staff	Commission
Procedural rules	Commission
Commission reports	Commission
Commission budgets and audit statements	Commission
Commission master plan	Commission
Institutional mission statements	Campus & Community
Campus compacts	Campus & Community
Institutional multicultural affairs offices	Campus & Community
Interviews with institutional thought leaders	Campus & Community

In total, the Council compiled and reviewed over 118 data sources to arrive at its findings and recommendations. The full list of primary sources can be found at the end of this report. Detailed methodological notes are provided in the methodological appendix (Appendix 1). In brief, analysis focused on identifying then categorizing every mention of diversity in the primary sources. Identification occurred through use of qualitative data analysis software that enabled Commission staffers working with the Council to highlight every reference to diversity. Because of the broad definition adopted by the Council, Commission staffers searched for references to diversity using 62 distinct terms (e.g., Veteran, white, disabled, low-income, women).

A classification matrix (see Table 2) was developed to interpret the meaning of these highlighted terms and the statements in which they were embedded. For example, a statement from a financial aid rule pertaining to the awarding of aid to low-income students might be classified as legal and internally focused. This indicates that the purpose of the rule is compliance oriented and charges the Commission with the necessary action. By contrast, a statement that was classified as externally oriented and legal indicates that it provides legal guidance and recommendations for the postsecondary institutions overseen by the Commission.

Table 2. Classification Matrix

Category	Definition	Focus	
		Internal (Commission)	External (Campus & Community)
Legal	Compliance governed by law or policy		
Philosophical	Normative statements of belief or philosophy		
Definitional	Defining forms of diversity		

Findings

Major findings are discussed next, followed by recommendations from the Council. Findings are organized similarly to the structure of the workgroups, focusing on the Commission, Campus & Community, and Sustainability.

The Commission

Procedural rules and policies.

To understand how the Commission addresses issues of diversity, its 51 procedural rules and policies were reviewed. Using the methods described above, 36 statements were identified. The majority of statements that related to diversity fell within the legal category. In total, 24 of the 36 statements were legal, dealing with federal compliance or external institutional requirements. The following three statements elucidate the ways the Commission regulates itself in terms of issues of diversity.

Series 42: Higher education grant awards shall be made without regard to the applicant's race, color, gender, religion, national origin, veteran's status, age or disability.

Series 41: Applications will be processed without regard to race, national origin, age, gender, handicap, marital status, or religion.

Series 40: This rule establishes equal opportunity and affirmative action policy.

These three examples show a pattern within the Commission's procedural rules of compliance with federal mandates such as the Equal Employment Opportunity Act and Affirmative Action. In all but one instance, each legal reference made within the procedural rules uses language consistent with federal compliance.

The Commission's procedural rules also establish legal requirements for individual institutions. Again, many of these statements dealt with ensuring that institutions followed federal guidelines. The following is an example of such a statement:

Series 40: Under the commission's additional authority to allocate specified functions and responsibilities among the institutions under the Higher Education Policy Commission, each institution shall accept primary and long-term responsibility for the development and implementation of equal opportunity/affirmative action policies consistent with all commission, state and federal regulations.

However, the Commission also imposes several external requirements that are not directly related to federal mandates. The following are examples of these instances:

Series 28 [West Virginia Engineering, Science and Technology Scholarship Program]: Applications may be distributed and the program advertised to interested parties such as, but not limited to, the National Association for the Advancement of Colored People, the West Virginia Division of Rehabilitation Services, and the West Virginia Women's Commission in an effort to attract students from low income backgrounds, ethnic or racial minority students, students with disabilities, and women or minority students who show interest in pursuing careers in engineering, science and technology and who are under-represented in those fields.

Series 9: Causes for Dismissal: The dismissal of a faculty member shall be effected only pursuant to the procedures provided in these policies and only for one of more of the following causes: ... 12.1.2. Conduct which directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to verified instances of sexual harassment, or of racial, gender-related, or other discriminatory practices.

These two examples are evidence that when it comes to external legal applications of issues of diversity the Commission's rules provide guidance for institutions about how to increase diversity as well as prevent discriminatory behavior in ways that are not directly related to federal mandates.

The Commissions' procedural rules also include statements that relate to the aims, purposes, ideals, goals, and benefits of diversity. These statements are categorized as philosophical in nature. The following two statements provide direct examples of the Commission's philosophy of diversity.

Series 42: The intent of the legislation creating the higher education grant program is to establish a broad-scale state grant program designed to guarantee that the most able and needy students from all sectors of the state are given the opportunity to continue their programs of self-improvement in approved institutions of higher education.

Series 6: Legislation creating the HEAPS [Higher Education Adult Part-Time Student] Program and subsequent amendments appear to have several purposes. HEAPS provides a vehicle to encourage and enable needy West Virginia students who desire to continue their education on a part-time basis at the postsecondary level, to pursue their educational goals. There is also an intent to award grants to needy students who are enrolling in a postsecondary certificate, industry recognized credential, or other skill development programs in a demand occupation in the State. Additionally, the HEAPS Program seeks to further the economic development goals of the State and help meet the training and skill upgrade needs of employers in the State by granting funds to community and technical colleges for non-credit and customized training programs. These HEAPS Grants, by providing an incentive for additional education and training, will improve the work force of West Virginia.

The Commission's philosophical views about diversity are also evident in the procedural rules aimed toward the actions of institutions it oversees.

Series 49: Each institution compact shall address strategies for using existing infrastructure and resources within each region, where feasible, to increase student access while controlling costs and maintaining academic quality.

Through statements like these, the Commission communicates its philosophical views about diversity through its procedural rules. There are only four statements in all of the procedural rules that fell within the definitional coding category. Three of those instances related to defining what it meant to be a part-time student.

To summarize, the Commission's procedural rules address diversity from a compliance-oriented framework and focus on providing legal guidance for the institutions. Two-thirds of the statements in the Commission's 51 procedural rules series are compliance-focused. Of those statements intended to provide direction to the Commission in its operations, most pertain to specific programs, such as financial aid or rural health initiatives and address issues such as non-discrimination. Overall, the procedural rules can be characterized as establishing a floor or minimum baseline for the Commission and its institutions with respect to diversity. In addition, there are few references to diversity throughout the procedural rules.

Charting the Future: The Commission's Strategic Plan.

The Commission's strategic plan, ***Charting the Future 2007-2012: A Master Plan for West Virginia Higher Education*** was analyzed similarly to the procedural rules and policies. Almost every diversity statement within the Master Plan was categorized as philosophical and internal. In other words, the majority of statements describe the aims, ideals, purposes, and benefits of diversity as understood by the Commission. These statements were internal in the sense that their focus was the Commission. For example, West Virginia recognizes that increasing access to higher education for the state's citizens reflects a commitment to fulfilling democratic principles of equal opportunity. As the U.S. Department of Education's report on higher education states, "higher education has been a principal—some would say the principal—means of achieving social mobility. Much of our nation's inventiveness has been centered in colleges and universities, as has our commitment to a kind of democracy that only an educated and informed citizenry makes possible." By focusing on access, we intend to develop a state culture that values higher education as a means to individual and community

development. West Virginia aims to make higher education accessible to citizens representing broad demographics of age, location, and educational background. We must work to ensure that students not only have the opportunity to attend institutions of higher education, but also are prepared to succeed.

Only one statement in the Master Plan asserts a philosophical stance on diversity directed toward the institutions overseen by the Commission.

Our institutions must innovate in terms of finance structure, education methods and delivery, and partnerships with private enterprise to meet West Virginia's demographic challenges. In particular, we consider the differing regional demands across the state in terms of geographic and financial access to programs and courses.

The Master Plan includes few diversity statements that are compliance (i.e., legal) oriented, internal or external. An example of an external compliance statement directs the institutions overseen by the Commission to take a number of steps to increase access for West Virginians.

Institutions of higher education must provide such information and increase access by:

- enhancing awareness of opportunities provided by higher education,
- working with secondary schools to prepare students for college,
- meeting the needs of special populations, and
- providing financial support.

Finally, the Master Plan includes few statements aimed at defining diversity or aspects of diversity. Only three such statements were found, all of which focused on defining aspects of diversity for institutions. These statements were also coded as philosophical, meaning that they were normative statements pertaining to diversity and also that they delineated some aspect of diversity as seen by the Commission.

To summarize, the Master Plan asserts a broad philosophical framework for diversity. For example, it stresses the importance of equal opportunity for all West Virginians to obtain a postsecondary education. Moreover, areas of the plan (such as access and affordability) affect crucial policy issues for diverse students. However, the Master Plan does not address diversity explicitly and provides only general guidance about how the Commission and its institutions should promote diversity for equity in postsecondary education. Nonetheless, Charting the Future provides a clear foundation to help move the Commission's diversity work from a largely implied undercurrent to a visible, transparent, and intentional priority.

Commission budgets.

The HEPC Proposed FY 2011 Budget was examined to determine the diversity related programs and initiatives to be supported by the Commission (see Table 3). In total, the Commission plans to allocate approximately \$755,000 for diversity related programs and initiatives, with the largest portion, \$265,000 supporting the Chancellor's Scholars Program.

Table 3. HEPC FY 2011 Budget for Diversity Related Efforts

*HEPC FY 2011 Budget
Diversity Related Programs/Initiatives*

Program/Initiative		HEPC Allocation
HEPC Chancellor's Office		
Adult Student Initiatives	Funds to recruit and graduate returning adult students.	50,000
WVU - Chancellor's Scholars	Funds to support graduate assistantships, scholarships, and other resources for selective doctoral students at WVU.	265,000
West Virginia Campus Compact	Funds to enhance WV's participation in the national network of Campus Compact: coalition to promote institutions as agents for diverse democracy, commitment to educating students for responsible citizenship.	75,000
Policy and Planning		
Chancellor's Diversity Initiative	Funds to support the work of the CDI and Diversity Council: statewide fall meeting, hiring of external expert for consulting on project, travel of Council and Commission staff.	30,000
Academic Affairs		
International Education	Funds for startup grants to institutions to implement initiatives to increase international focus on campus.	120,000
International Studies - FACDIS	Funds to sponsor workshops and other activities that promote the teaching of international focused courses.	30,000
Financial Aid and Student Services		
Social Justice Program Grants	Funds for competitive grants to institutions to sponsor programs aimed at achieving social justice, eliminate discrimination, and enhance fairness and equity in opportunities. (12,039 from CTCS)	87,961
College Access Campaign	Funds for campaign to inform students, parents, and others about the benefits of higher education and how to prepare for education post high school.	60,000
Student Success & P-20		
Statewide Access Conference	Funds for conference on access issues to be coordinated by GEAR UP staff and include attendees for secondary and postsecondary education	25,000
TOTAL		742,961 (755,000 including CTCS funding)

In summary, although there are funds spent on diversity related initiatives and grants, the challenge of coordinating such funds and implementing a formal assessment and evaluation of the programs still remains.

Interviews with senior Commission staff.

Department directors were asked to share information about the extent to which diversity informed their approaches to hiring, professional development, strategic planning, and departmental mission. Similar to preceding findings, the day-to-day work of departments touched in implicit ways on diversity, but such work was an undercurrent rather than a visible, explicit, and intentional characteristic. After considering the definition of diversity adopted by the Council, several directors suggested that their department's mission was related to diversity for equity, but that it was not formally part of their mission. For example, P-20 initiatives, financial aid, or policy and planning all have explicit aspects of their departmental work (e.g., outreach to first-generation students, aid programs targeted at low-income students, or reports focused on access) pertaining to diversity.

However, few formal mechanisms exist for incorporating diversity for equity more explicitly into the mission of departments. No departmental directors had formal hiring protocols or professional development plans pertaining to diversity for equity. Moreover, procedural rules pertaining to the work of departments (e.g., Series 30 guides purchasing policies which is primarily the domain of the Finance and Facilities Department) are largely compliance oriented and—as discussed above—do not provide explicit guidance regarding diversity for equity.

To summarize, directors expressed openness to and interest in diversity, yet there were few structures in place to promote diversity work and it is not seen as an explicit component of the day-to-day mission, at least as reported by directors. In cases where diversity for equity is evident in the practices and policies of departments, it is not always conceptualized as diversity work. Diversity for equity may implicitly inform the work of directors and their departments, but they are not systematically supported or called on to do so.

State laws pertaining to diversity in postsecondary education.

Analysis of Chapter 18B in West Virginia Code, which addresses higher education, reveals two sections explicitly related to diversity. Section §18B-1D3 addresses access and affordability.

- (a) Areas of special concern to the Legislature include economic and workforce development; education access and affordability; innovation; student preparation; degree and/or program completion; intra-and inter-system cooperation and collaboration; research; and teaching and learning.
- (2) Access and affordability
 - Maintaining geographic access while eliminating unnecessary duplication;
 - Enhancing education opportunities for the wide range of state citizens.
- (4) Objective.—State institutions of higher education, particularly community and technical colleges, make maximum effort to recruit and retain adults twenty-five years old or over.
- (9) Objective.—Increase the percentage of functionally literate adults in each region of the state.
- (B) Expected Outcomes.
 - (II) Recognition of the diversity of individual abilities, skill levels, circumstances and life goals; and
 - (III) Strategies to access, promote, and accommodate a variety of instructional methods and learning styles.

The final statute pertaining to diversity is §18B-2A-1. This statute delineates the appointment of board of governor members for institutions and requirements for a diverse board.

- (7) In making lay appointments, the Governor shall consider the institutional mission and membership characteristics including the following:
 - (A) The need for individual skills, knowledge and experience relevant to governing the institution;

- (C) The value of gender, racial, and ethnic diversity; and
- (D) The value of achieving balance in gender and diversity in the racial and ethnic characteristics of the lay membership of each board.

To summarize, West Virginia higher education code pertaining to diversity focuses on issues of access and representation of board members.

Institutions

The Council collected and considered broad information about the ways in which institutions overseen by the Commission address diversity. The intent was to develop an impression of (a) how institutions define diversity and (b) the extent to which diversity informs educational missions and vision statements. Findings and impressions are shared next.

Institutional mission and vision statements.

Mission and vision statements were analyzed. All institutions reference diversity in their mission statements but diversity is not generally defined explicitly and specific forms of diversity are rarely mentioned. For example, gender, religion, and sexual orientation are not mentioned in any of the mission statements, whereas socioeconomic status and veterans are mentioned in five of the statements. Although no institution defined diversity explicitly in the mission statement, Bluefield State College explicitly defined diversity in its vision statement.

From Bluefield State College's Vision Statement

General Motors describes managing diversity as "the process of creating and maintaining an environment that naturally enables employees, suppliers, dealers, and communities to fully contribute in pursuit of total customer satisfaction. Diversity transcends race and gender, including factors like family status, military service, ethnicity, religious beliefs, education, age, and physical abilities. The challenge is to create a culture that will allow General Motors to win in the global marketplace."

Other institutions defined diversity more implicitly.

From West Virginia Institute of Technology's Vision Statement

With larger numbers of female, international, and out-of-state students enrolled in academic programs, the student population is richly diverse.

From West Virginia School of Osteopathic Medicine's Vision Statement

We strive to promote equitable and fair treatment in every aspect of campus life for all persons, regardless of race, ethnic background, gender, age, religion, disability, or sexual orientation.

In summary, the institutional mission and vision statements vary in their representation of diversity. Although some institutions do mention diversity in their mission and vision statements, it remains unclear how diversity is defined and explicitly informs these statements.

Institutional multicultural affairs offices or services.

Multicultural services at each institution were examined. Analysis focused on whether each institution has an office, for which groups (student, faculty, or staff) services are provided, and what aspects of diversity (as defined by the Council) are encompassed. Most (70%) institutions have offices (see Table 4). Of those with offices, four provide services to students, faculty, and staff while three focus services on students. Institutions define diversity differently. All seven offices include race/ethnicity, nationality, and campus climate whereas veteran status is only included in one institutional definition and geography mentioned in only two.

CHANCELLOR'S DIVERSITY INITIATIVE

Multicultural Affairs Offices

Institution	Office	Target Group			Diversity/Multicultural Definition										Purposes / Services						
		Student	Faculty	Staff/ Admin	Race/ ethnicity	SES	Age	Religion	Sexual Orientation	Gender	Nationality	Veteran's status	Geography	Ability/ Disabilities	Campus Climate	Hiring	Recruiting	Student Advising	Couns. / Education	Curricular/	Legal Obligation
Bluefield State College	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Concord University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Fairmont State University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Glenville State College	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marshall University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shepherd University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
West Liberty University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
West Virginia State University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
West Virginia University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
WVU Institute of Technology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
WV School of Osteopathic Med.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Table 4. Multicultural Affairs/Diversity Offices and Services Offered at West Virginia Baccalaureate Degree-Granting or Higher Institutions

In summary, although a majority of institutions do have multicultural offices there is variation in the groups served and definitions of diversity.

Campus Compacts.

An important linkage between the Commission's Master Plan and implementation of the strategic vision at the institutional level is the Campus Compact. Institutions create a compact with the Commission in which they report annual progress toward meeting the goals set forth in the Master Plan, including institution-specific benchmarks and indicators. These annual reports offer one perspective on what institutions see as their major efforts around the statewide strategic plan, including the extent to which diversity for equity is addressed. The same classification matrix described above was employed in analysis of the 2009-2010 Campus Compacts.

Ten institutions elected to include sections within their compacts about promotion of global awareness and access. Therefore, diversity statements within the compacts often addressed internationalization and providing access to minority and low-income students, as well as adult-learners. The majority of statements were categorized as philosophical. For example, in its compact West Liberty University notes,

At no time in history has global awareness and experience been as important as it is for today's students who are preparing for work in the 21st Century. Considering the demographics of the region from which we draw the majority of our students, the homogeneity of our faculty, and our geographic location, West Liberty University intends to ensure that our students develop an awareness of the importance of cultural diversity in a global context. In order to accomplish this, we will facilitate and encourage student participation in experiences that reflect the value of diverse voices and different perspectives. Our selection of this goal and objective under the elective elements regarding economic growth reflects this institution's commitment to creating opportunities for students to obtain the knowledge and experience needed to compete in this new global economy.

Another institution, West Virginia State University touches implicitly on the notions of access and diversity in its compact report to the Commission, "...West Virginia State University provides access to many students whose educational backgrounds did not prepare them for the rigor of college-level courses." By comparison, Fairmont State University explicitly addresses its mission to serve rural students.

The Center for Education in Appalachia (CEA) serves as an information resource to state educational policy making efforts in West Virginia with a special focus on its unique rural, Appalachian context. The Center also facilitates efforts to advance issues and working models from local communities and to generate knowledge so that state policy initiatives will be effective when implemented within local communities

One of West Virginia's Historically Black Colleges and Universities (HBCU), Bluefield State College, offers one of the more explicit and broad definitions of diversity in its compact.

Bluefield State College (BSC) exists as one of West Virginia's most richly diverse institutions of higher learning. Its establishment as an historically black institution (as now classified) ensured a setting that includes, today, a student body that reflects not only a cross-section of cultures, races and ethnicity, but also of age, gender, and socioeconomic, family, and employment status. Since the College has no on-campus housing, there is even diversity in the amount of "drive time" that each student must devote to the commute to/from campus (some must spend as much as three or more hours per day in their round-trip drive).

The compact report goes on to note that BSC also serves a high number of first-generation students as well as older (i.e., 26 and above) and working students. Similarly, West Virginia University also offers explicit evidence of the ways in which it defines diversity vis-à-vis its educational mission.

WVU recognizes the need to offer specific academic support to special populations of students. Veterans, non-traditional students, international students, athletes, and students with disabilities all receive advising services specific to their needs. Each of these populations has an academic advisor trained specifically to address these needs.

These are all examples of the philosophical frameworks and definitional guidelines that ostensibly inform institutions in their thinking around diversity.

A scan of the campus compacts revealed that all ten of the reporting institutions included the elective elements promotion of global awareness and access (West Virginia School of Osteopathic Medicine not included in count). The access sections in three of the institutional compacts focused on underrepresented/disadvantaged populations (Bluefield State, Glenville State, and Marshall University). Meanwhile, five of the compacts' access sections focused on the educational services to adults (Concord, Fairmont State, Shepherd, West Liberty, and West Virginia University Institute of Technology). West Virginia University and West Virginia State University included both underrepresented/disadvantaged populations and educational services to adults in their elective access sections. The promotion of global awareness sections, which all of the institutions included in their compacts, primarily consisted of strategies for internationalizing campuses and curricula, attracting more international students, and expanding and encouraging study abroad.

In summary, after reviewing and analyzing the 118 data sources and examining the findings as a whole, diversity is included in the documents and the work of the Commission and institutions but diversity for equity and its explicit link to higher education achievement is not present. The following recommendations serve as a platform from which to launch the Chancellor's Diversity Initiative from a study to a plan of action and implementation to promote diversity for equity throughout higher education. The intent here is to provide a framework from which the CDI begins to involve more than just a Council but creates a larger community across the state that works on issues of diversity for equity. In the recommendations that follow, the CDI moves from a plan for higher education to a plan for all of West Virginia.

Recommendations

Five principles inform the work of the Council, undergirding its recommendations.

- Inclusion is expected.
- Students must be prepared to live and work in a diverse world.
- Education is essential.
- Investment is necessary.
- Collaboration is paramount.

The Council suggests that these principles imbue implementation efforts by the Commission.

The Diversity Council proposes a three point statewide structure as the vehicle for developing and implementing a statewide diversity framework (see Figure 1). At the base of the structure is diversity for equity, which focuses attention firstly on closing the achievement gap and secondly on recognizing diversity. It is paramount to the Council and its recommendations that closing the achievement gap be the heart of any statewide diversity framework.

CHANCELLOR'S DIVERSITY INITIATIVE

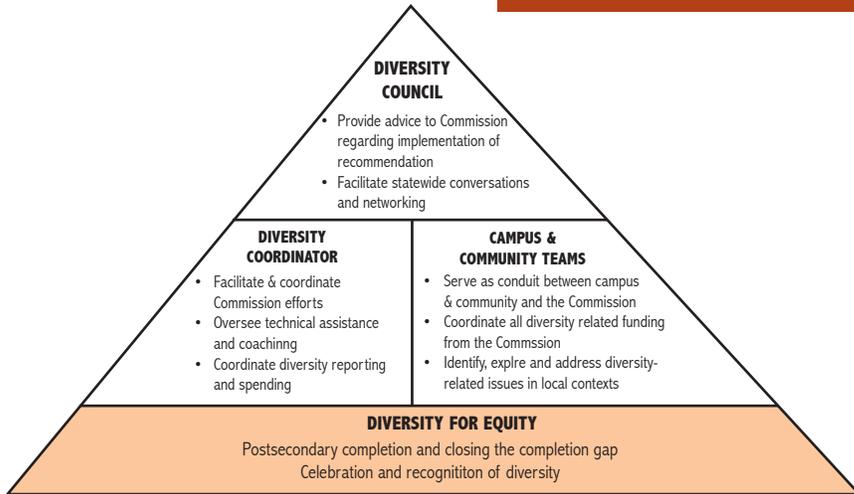


Figure 1: Proposed Structure for Statewide Diversity Framework

Building from the foundation are the three points that support the Council's detailed recommendations. First, at a statewide level and at the top of the pyramid is the Diversity Council. The role of the Council will be to advise the Commission and facilitate conversations across campuses and communities. Second, at the Commission level is a Diversity Coordinator. Like a coach and facilitator, this Commission staff

member will be charged with helping to coordinate and systematize efforts around diversity at the Commission as well as working with the Campus and Community Teams. Finally, the Council recommends that Campus and Community (C&C) Teams be created for each institution. The chief role of the C&C Teams is to serve as the central conduit between institutions and their local communities and the Commission. The intent is to encourage coordination at the campus and community level while streamlining the ways in which the Commission is supporting local diversity initiatives. Detailed recommendations organized by three focal areas (the Commission, Campus & Community, and Sustainability) are offered next.

First Focal Area: Leadership for Diversity and the Role of the Commission

The Council recommends that the Commission utilize its informal policy mechanisms to develop and implement a statewide diversity agenda. Specifically, we recommend the Commission focus on providing leadership through improving and enhancing its own efforts around diversity and leveraging collaborative relationships with institutions.

- The Commission will serve as a statewide resource and thought leader for institutional efforts around diversity by modeling systematic, thoughtful, and engaged organizational approaches to diversity for equity.
- The Commission will hire an external consultant to conduct a climate study. Selection of the consultant should be done in consultation with human resources and be designed to meet broader workforce informational needs of both Chancellors. Thus, we recommend the climate study be conducted for both the Commission and the Community and Technical College System (CTCS).
- The Commission will leverage existing direct grants (social justice grants and international education grants totaling \$220,000 in FY2011) to institutions in support of diversity for equity. This will include a formal evaluation process and provision of technical assistance and support for effective grant implementation.
- The Commission will align other expenditures on diversity-related initiatives (e.g., Chancellor's Scholars, Health Science Technology Academy) with the notion of diversity for equity and implement a formal technical assistance and evaluation framework similar to that for direct grants.
- The Commission will explore, identify, and address diversity-related issues in three internal domains (workplace climate, hiring, and employee capacity). The diversity coordinator will facilitate this work.
- Beginning with the next Campus Compact reporting cycle, the Commission will require institutions to report on the previously elective components: educational services to adult students, promotion of global awareness, and service to underrepresented/disadvantaged populations.
- The Commission will appoint a diversity coordinator charged with oversight and direction of furthering the goals, vision, and recommendations of the Diversity Council. The Chancellor will ensure that the coordinator is vested with the appropriate authority to carry out the following responsibilities. The timeline for this is as soon as possible.

- The diversity coordinator will facilitate the process of moving the Commission's spending on diversity in line with the goal of diversity for equity, including
 - shaping the Request For Proposal (RFP) for social justice grants,
 - overseeing provision of technical assistance to Campus & Community teams (described below),
 - and serving as a facilitator and coach to Campus & Community teams as required.
- The diversity coordinator will encourage recognition, celebration, and collaboration among Campus & Community Teams.
- The diversity coordinator will be responsible for compiling an annual report to be presented to the Commissioners and the Chancellor. The report will focus on the Commission's efforts and progress toward diversity for equity. In addition, the report will document the ways in which grants and funding to institutions and communities further the statewide diversity agenda. The first report will be shared by December 2011.
- The diversity coordinator will produce an annual report documenting the achievement gap in West Virginia as a vehicle for conversations and building momentum to address the gap. Among other things, the report will address differences between institutions with respect to resources and missions. This report will be delivered to the legislature and shared with diversity educators at each institution. The first report will be shared with the Commissioners by January 2012.
- The diversity coordinator will help produce a conceptual cost-benefit analysis of diversity as a vehicle for discussion to be delivered to the Commissioners by September 2012.

Second Focal Area: Campus & Community Teams

The Council believes that through collaboration with campuses and communities the Commission can best achieve diversity for equity.

- The Council recommends Campus & Community (C&C) teams be established by September 2011 to serve as the primary partner for the Commission.
- C&C Teams based in each institution and its surrounding community will serve as the conduit between the Commission and each campus and community. Responsibilities include
 - facilitating coordination of all direct grants provided by the Commission;
 - working to coordinate all diversity-related funding from the Commission;
 - working with the Commission as needed to produce its annual reports on diversity for equity and Campus Compact requirements;
 - advising the Commission on local needs for education and technical assistance;
 - and working with the Commission to build a statewide network to further diversity for equity.
- C&C Teams should represent the interests and perspectives of institutional constituents (i.e., students, faculty, staff, and administrators) as well as the communities they serve. C&C Teams should have the necessary members and be vested with the necessary authority to make decisions and allocate funding received by the Commission. A leader of the C&C Teams at each institution should be appointed by the C&C members.
- C&C Teams will be asked to identify, explore, and address diversity-related issues in one of four specified domains (students; faculty, staff, & administrators; campus & community climate; teaching, learning, & the curriculum) during the 2012 calendar year. With the assistance of the diversity coordinator, the Council recommends teams begin by exploring existing documents, data, and other resources (e.g., accreditation materials, internally administered surveys, program evaluation data). Potential areas of illumination within each of the four domains include the following.

Table 5: Suggested Areas of Illumination for Campus & Community Teams

Students (Undergraduate, Graduate, Professional)

Potential areas of illumination include:

- Access
- Success
- Closing the achievement gap
- STEM fields
- Financial Aid

Faculty, Staff, & Administrators

Potential areas of illumination include:

- Recruitment
- Retention
- Representation
- Professional Development

Campus & Community Climate

Potential areas of illumination include:

- Inventory campus diversity initiatives
- Assessment of strategies and efforts in support of diversity
- Campus and Community relations
- Alumni relations
- Atmosphere

Teaching, Learning, & the Curriculum

Potential areas of illumination include:

- Curricular inclusion
- Intercultural competency
- Pedagogical practice
- Scholarship

C&C Teams will receive on-going technical assistance from the Commission to enhance direct financial support for diversity and to build capacity.

Third Focal Area: Sustaining the Initiative

The energy and efforts around diversity can ebb and flow with changes in leadership, shifts in institutional priorities, economic crises, and political currents. To sustain the work of the Diversity Council, it is necessary to institutionalize the vision of the Chancellor's Diversity Initiative.

- The Commission will appoint a standing committee that will help advise it regarding implementation of current recommendations and longer-term strategies.
- The Commission's diversity coordinator will build collaborative relationships to further the diversity agenda, including working with a legislator, member of the corporate community, and representative of West Virginia's independent colleges and universities.
- The Commission's diversity coordinator will work closely with its director of human resources to integrate the vision of the Chancellor's Diversity Initiative into workplace culture and practices.
- The Commission will integrate diversity into its strategic planning and take steps to ensure it is considered a key component of a broader strategy for achieving educational outcomes, educational equity, and institutional excellence.
- The Commission will offer targeted technical assistance, educational support, and coaching to C&C teams on key capacity building and thematic topics (e.g., program assessment & data collection, enhancing climates for diversity).
- The Commission will identify, explore, and address diversity-related issues in external policy domains (academic affairs, financial aid, student services, access initiatives, sciences, and workforce development).
- The Commission will take steps to adopt core aspects of a learning organization and also develop its staff competency in social and cultural diversity.

A timeline of major milestones is offered below to guide the Chancellor and the Commissioners in implementation with the preceding recommendations.

Figure 2: Proposed Timeline for Major Milestones

- 1/21/11 —————> Report to Commissioners for Approval
- 2/25/11 —————> Interim Diversity Coordinator Appointed
- 3/25/11 —————> Standing Diversity Council Appointed
- 5/6/11 —————> HEPC Climate Study Completed
- Jul-11 —————> Commission Identifies a Key Policy Area to Explore
- 9/2/11 —————> C&C Teams Established
- 9/2/11 —————> Revised Direct Grant Guidelines Completed
- 12/20/11 —————> Annual Diversity Progress Report to Chancellor
- 1/1/12 —————> WV Achievement Gap Report to Chancellor
- Apr-12 —————> C&C Teams Statewide Conference
- Sep-12 —————> Campus Compact Diversity Elements Required
- Sep-12 —————> Technical Assistance Workshops Begin for C&C Teams
- Sep-12 —————> Diversity Cost-benefit Analysis to Chancellor
- Oct-12 —————> C&C Teams Identify Area of Illumination

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Methodological Appendix

Qualitative data analysis software (MAXQDA) was used to analyze all primary sources. Analysis began with a lexical search of sixty-four words (listed below) used to operationalize the definition of diversity adopted by the Council. Each time one of these words was identified it was examined to determine whether or not it was used in a way that related to the CDI definition of diversity. Originally, each of these terms was coded using the word itself (e.g., when “low income” was used, it was coded in the document with the code “low income.”). If the word was not diversity related, it was coded null. Campus Mission and Vision Statements, HEPC budgets, policies and rules were analyzed this way. Analysis of Campus Strategic Plans, Campus Compacts, the Commission’s mission statement, and the Commission’s strategic plan included the sixty-four word lexical search but these words were not individually coded.

For all of the primary sources, statements were sorted into three broad data categories—“philosophical,” “definitional,” and “legal”. Philosophical included statements relating to the aims, purposes, ideals, approaches, goals, and benefits to and of diversity. Definitional was defined as anytime an institution provided a direct or indirect definition of diversity or any constituent groups that fell within the CDI definition of diversity. Legal pertained to statements that had a direct reference to federal and state regulations or policies. For the Commission documents, they were further sorted statements into “internal” and “external” sub-codes. Internal included diversity statements with any mention of what the Commission needs to do, while external included any mention of what the Commission says the institutions need to do (e.g., a statement could be coded Legal-external or Philosophical-internal). Statements were cross-checked to ensure consistency between the coders.

Table A1. Codes Used to Operationalize Diversity

ability	diversity	Latino	queer
access	equal employment	learning disability	SES
adult learner	equal opportunity	lesbian	sexual orientation
adult student	equality	low income	single parent
affirmative action	equity	men	social justice
African American	ethnicity	minority	socioeconomic
Age	first-generation	multicultural	transgender
Asian	foreign	multi-racial	underrepresented
bi-racial	gay	nationality	urban
bisexual	gender	Native American	veteran
Black	handicapped	nontraditional	White
Christian	hearing impaired	Pacific Islander	Women
Class	Hispanic	parental education	
Disability	immigrant	part-time	
disabled	international	physical disability	
diverse	international education	physically disabled	



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Diversity Initiative

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