



- ❖ I want to thank Professor Romano and Provost Winters for inviting me to speak briefly with you this afternoon. I always appreciate the opportunity to talk with the faculty about what I do in part to help demystify the rhymes and reasons behind the work that I'm doing.
- ❖ I'm going to spend a few minutes setting the context and provide some background on areas in which I'm working here at Wayne State
- ❖ I'm going to talk briefly about some of the challenges I'm facing in this work
- ❖ And then I'm going to solicit your help before I finish and will then leave time for a few questions.

Distinctively Wayne State: Vision and Mission

Vision: Wayne State University will be a pre-eminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community.

Mission: Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

Excerpt from *Distinctively Wayne State*, Wayne State University Strategic Plan 2016-2021, September 2015



Distinctively Wayne State: Values

“Our values cut across organizational boundaries, bind us culturally, and permeate our strategic and tactical initiatives.”

- ❖ Collaboration
- ❖ Innovation
- ❖ Integrity
- ❖ Diversity and Inclusion
- ❖ Excellence



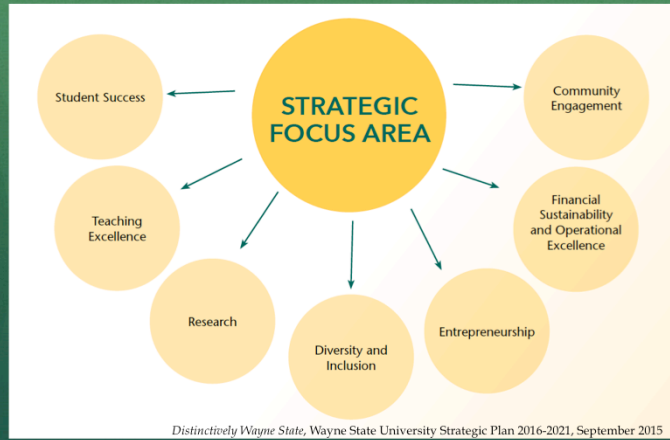
Wayne State Values – Diversity & Inclusion

- ❖ We value all people and understand that their unique experiences, talents, and perspectives make us a stronger organization and better persons.
- ❖ We seek and are strengthened by diverse points of view.
- ❖ We actively recruit students, faculty, and staff from different races, ethnic groups, and backgrounds locally, regionally, and globally.
- ❖ We strive for an inclusive and welcoming campus for all people regardless of race, ethnicity, creed, gender, sexual orientation, socioeconomic background, or place of origin.

Excerpt from *Distinctively Wayne State*, Wayne State University Strategic Plan 2016-2021, September 2015



Wayne State Strategic Plan 2016-2021 Strategic Focus Areas



Distinctively Wayne State, Wayne State University Strategic Plan 2016-2021, September 2015



An Institutional Description/ Definition of Diversity

- ❖ *Wayne State University seeks to enhance diversity by recognizing and embracing the differences in age, ideas and perspectives, abilities, creed, ethnicity, gender identity, gender expression, sexual orientation, veteran status, national origin, race, religious and spiritual beliefs, and the socioeconomic and geographic composition of its students, faculty, administrative professionals, and staff.*
- ❖ *In its effort to enhance diversity, Wayne State University recognizes that particular focused effort must be placed on including members of groups who have historically been subject to discrimination and are still underrepresented in the campus community or for whom outcomes are disparate.*

Excerpt from Wayne State GRAD Report, 2013





- ❖ I want to spend a few minutes talking about the GRAD Report, because it provides a framework for some of the institutional thinking that created this position and this office and the good work done by the initial committee continues to inform the ongoing work of the GRAD Committee as it is currently configured.

GRAD Report Strategic Goal Areas

- ❖ Educational Excellence and Achievement
- ❖ Retention and Degree Attainment
- ❖ Educational Access and Opportunity
- ❖ Diversity Learning and Development
- ❖ Diversity in Faculty and Staff
- ❖ Campus Climate

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- ❖ In the GRAD Report, there are six Strategic Goal Areas:
 - Educational Excellence and Achievement
 - Retention and Degree Attainment
 - Educational Access and Opportunity
 - Diversity Learning and Development
 - Diversity in Faculty and Staff
 - Campus Climate

GRAD Report Strategic Goals

- ❖ Promote and support excellence in the form of high quality education and high achievement for all students.
- ❖ Increase retention and degree attainment for under-served, under-represented, and minority students.
- ❖ Provide meaningful access to higher education for under-served, under-represented and minority students.

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- ❖ Within each strategic area there is an overall goal as well as several objectives and potential implementation strategies that you can read about in the report.

GRAD Report Strategic Goals (Cont'd)

- ❖ Enhance the strategic value of diversity and diversity learning to the entire campus community.
- ❖ Increase minority representation among faculty and staff.
- ❖ Promote a campus climate that supports, values, and demonstrates a commitment to diversity by the entire University community.

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- ❖ So with these six goals and goal areas in mind, the GRAD committee made a series of recommendations one of which resulted in the creation and filling of the position of associate provost for diversity and inclusion and chief diversity officer, which I now hold.
 - Another key goal was to create an office dedicated to providing support, mentoring, connections to resources, offering a sense of belonging to students who have been historically marginalized. At the end of August I hired Dr. Leonard Savala as our first Director of the Office of Multicultural Student Engagement.
 - Leo is here. Can you stand and wave?
 - The Office is Multicultural Student Engagement, or OMSE, is still an office primarily on paper in Leo's and my minds. Within the next few months OMSE and Leo will set up shop in a temporary space in Purdy Library before moving into a soon-to-be renovated space in the Student Center Building.

Current Status: What's Happening Now

- ❖ Developing diversity and inclusion initiatives that “fit into” or align with the current version of the Wayne State University Strategic Plan for 2016-2021;
- ❖ Worked with the School of Medicine’s Diversity Advisory Council in developing a plan for enhancing diversity of their students;
- ❖ Exploring funding possibilities to expand my ability to do what this position was created to do.

My Conclusion: There is a lot of work to be done to truly develop and implement a comprehensive plan for diversity and inclusion across the campus over the next 1, 3, 5 years, **and so I am speaking about the “izes.”**

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- ❖ This has been a bit like finding things to fit into a pre-established path, when the path is headed in an uncertain direction...
- ❖ SOM Task force—not because I don’t have enough to do, but because I believe the SOM can serve as a model for what other schools and colleges can and should be doing.

A Word About the “-Izes”

In order to really accomplish the goals that were laid out in my position description, there are several things I must do:

- ❖ **Rightsize** people’s expectations for what I can accomplish given the resources I have (time, budget, personnel)
- ❖ **Strategize** with others about where the needs and gaps are and where are untapped resources for meeting them;
- ❖ **Prioritize** what needs to be done immediately and what can wait; and
- ❖ **Operationalize** (take action on) what can be done, bringing to bear the resources (human, financial, temporal) on hand to fill the gaps and meet the needs.



Engaging the Process

- ❖ Determine the top institutional priorities
- ❖ Work with a team to develop a strategic diversity framework and plan, using the GRAD report and the other documents as a foundation.
- ❖ Begin to build the infrastructure to address the identified institutional priorities.
- ❖ Create and implement measures and systems of accountability so we can monitor our progress.
- ❖ Remembering to celebrate progress and achievements.

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- ❖ Determine the top institutional priorities
 - Begins with meeting with and listening to various constituencies
- ❖ Begin to build the infrastructure (staff and resources) to address them:
 - Creating new entities and/or repurposing currently existing ones and building connections between them.
 - Academic units whose mission and actions support diversity and inclusion (e.g. Africana Studies, Gender, Sexuality and Women's Studies, CLLAS Center for Latino/a and Latin American Studies)

Challenges and Opportunities

- ❖ Getting the campus – administrative units, colleges and academic units, and other entities – to see their own roles and responsibilities in making the campus diverse, inclusive, and welcoming;
- ❖ Broadening the network and reach of offices and units that support various constituencies;
- ❖ Supporting those entities working with and on behalf of underrepresented, underserved, marginalized groups.



My Top Challenges

❖ Scope of the work

- Student success – the gap between where we are and where we hope to be
- Creating structures to support students, staff, faculty, and others from historically marginalized backgrounds and identities
- Recruiting diverse staff and faculty that mirror/reflect the diversity of the Detroit metro area
- Creating a campus climate/culture where everyone feels welcomed, valued, and supported.

❖ Financial and human resources to build the infrastructure needed to move the institution forward.



A Perspective

“The more we do, the more we see the potential of what is possible. We are not discouraged by the enormity of what lies ahead; we are motivated by it.”

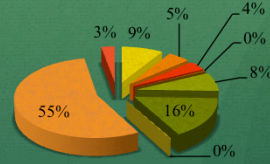
~Ursula Burns, President of Xerox



Who Are Our Students? Race/Ethnicity

Fall 2015 Enrollment by Race/Ethnicity

Ethnicity	Headcount	Percentage
Non-Resident Alien	2,417	8.9
Race and ethnicity unknown	1,297	4.8
Hispanics of any race	1,058	3.9
American Indian or Alaska Native	71	0.3
Asian	2,086	7.7
Black or African American	4,460	16.4
Native Hawaiian or Other Pacific Islander	22	0.1
White	15,029	55.2
Two or more races	782	2.9
	27,222	100



- Non-Resident Alien
- Race and ethnicity unknown
- Hispanics of any race
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

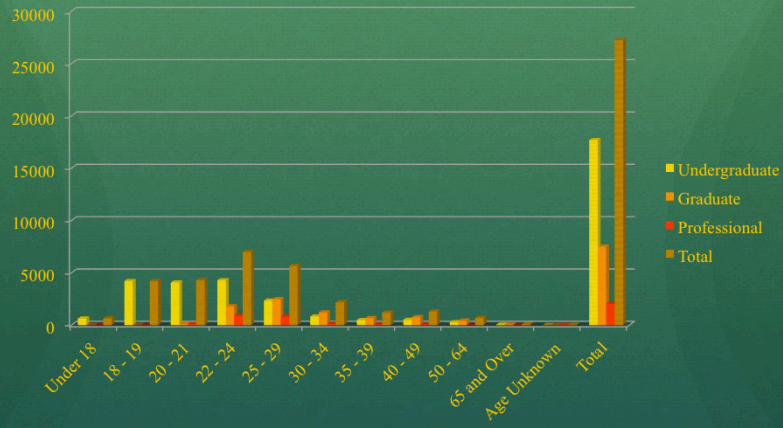


Who Are Our Students? Gender

Gender	Headcount	Percentage
Male	12,188	44.8
Female	15,034	55.2
	27,222	100



Who Are Our Students--Age

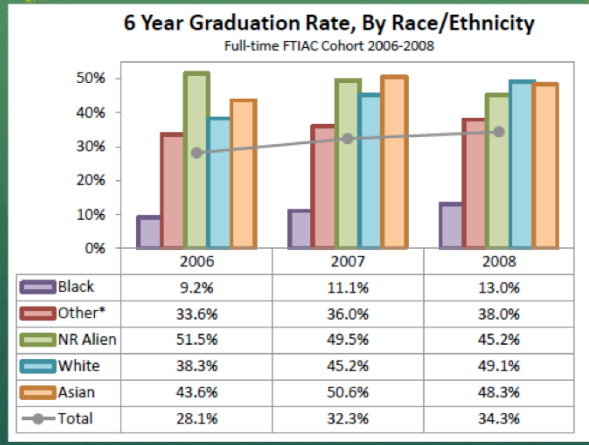


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The Challenges at Hand – Undergraduate Graduation Rates



*Other: include Unknown, Hispanic, American Indian/Alaskan Native, Two or more races

