

2021-
2022

Student Affairs Diversity, Equity and Inclusion Steering Committee and Strategic Plan

Committee Members

Lisha Maddox McGrue (Chair), Csilla Samay Ed.D., Patrick Furlong, Ed.D., Henry Ward, Alyssa Perez, Dino Entac, & Jamal Epperson

Table of Contents

- MISSION 2**
 - GOALS2
 - OUTCOMES.....2
 - COMMITTEE CHARGE.....2
 - COMMITTEE STRUCTURE.....2
- PROCESS: DIVISIONAL FORMATIVE EVALUATION 3**
 - PHASE 1: DIVISIONAL AUDIT & STRUCTURE3
 - PHASE 2: SYSTEMIC ANALYSIS.....4
 - PHASE 3: IMPLEMENTATION AND CONTINUOUS EVALUATION.....4
 - PHASE 4: ASSESSMENT4
- APPENDIX A. 5**
 - ASSESSMENT RESOURCES.....5

Mission

Grounded in the Jesuit and Marymount tradition of the promotion of justice and the call to be persons for and with others, acting out of our faith, inclusive of our varied religious traditions and worldviews, towards social justice for all, the Student Affairs' initiatives focused on diversity, equity, inclusion and access (DEI+A) support the [University's commitment to be an anti-racist institution](#). All are welcome in this place, and it is the mission of this division to ensure that all students and staff feel included, acknowledged and heard in this shared community. Student Affairs' DEI+A requires the commitment of all members of the community to shoulder the weight of this work and make individual, departmental, and divisional changes to ensure we fully realize the Jesuit mission of justice and equity for all.

Goals

1. To advise the SVPSA on DEI within the division;
2. To implement and manage the divisional systemic analysis;
3. To hold the SVPSA and division accountable for implementing DEI policies and procedures that are forward-moving, sustainable and accountable;
4. To advise Staff EXP, Student EXP and other programming and educational entities in the division on ways forward in DEI;
5. To provide content on the SADEI website and accountability dashboard.

Outcomes

In development.

Committee Charge

The overarching purpose of the Student Affairs Diversity, Equity and Inclusion Steering Committee is to review policies, practices, and procedures throughout the Division to determine where we can do better regarding equity and justice for our most vulnerable populations. The committee will create and implement a strategic plan for the essential and critical work of diversity, equity, inclusion and access for staff and our students, and make this a continuous priority of the Division and university.

Committee Structure

In the spirit of teamwork, the steering committee will employ a shared governance model. The chair will gather the group at the beginning and end of every academic year and facilitate the creation of the year's master list of goals and outcomes for the committee, discuss strengths of the members of the committee, and assess progress. Each member of the committee will be assigned a task/topic as their primary focus for the year. To provide structure for this process, the areas for the work of the committee will fall under the following categories or groups:

- Systemic Analysis

- Committee Administration
- Policy and Procedure
- Assessment
- Staff EXP
- Student EXP

Process: Divisional Formative Evaluation

The division of Student Affairs has committed to improve its practices, policies and procedures to ensure equity and justice within. The process for sustainable and meaningful change must begin with an internal evaluation, or audit, to determine where improvement can be made. The SADEI Steering Committee proposes a formative evaluation of the division to improve our processes and organization. We will employ improvement science and its tools and methods to create meaningful sustainable change for our organization/division, and in that venture, a continuous improvement model as an evaluative strategy for change. Continuous improvement, the ongoing improvement of services or processes through incremental improvements, is a viable framework for the type of lasting change our division is committed to making. We will refer to multiple sources as we continue our work (See Appendix A.)

Systemic analysis and assessment are not solely the work of divisional departments, but that of the steering committee as well. It must be noted that the improvement phases described below will occur simultaneously and are meant to be repeated as necessary.

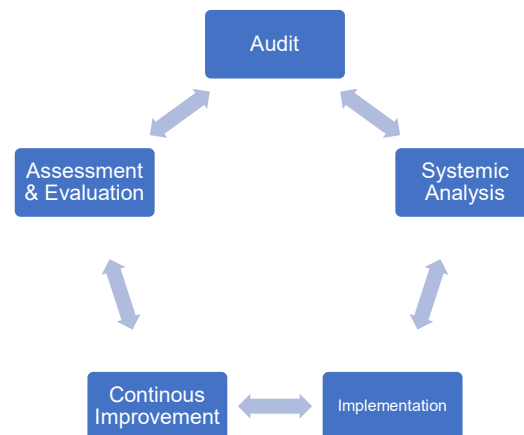


Figure 1. This multidirectional cycle is used to represent a continuing sequence of stages, tasks, or events that can and will occur in any direction.

Phase 1: Divisional Audit & Structure

- Framework: Ignatian Solitary Network DEI+A Development Matrix
- Identified Themes & Recommendation: Transparency, Communication, Race in the Division, Job Security

Phase 2: Systemic Analysis

- Departmental reviews
- Benchmarking: professional competencies, divisional infrastructure
- Framework for improvement

Phase 3: Implementation and Continuous Evaluation

- Student Affairs DEI Website
 - University climate survey results, phase 1 results and recommendations, staff resources, etc.
 - SA Accountability page
- Education, training, and professional development opportunities and resources

Phase 4: Assessment

- Equity-based assessment practices (in development)

APPENDIX A.

Assessment Resources

- [LMU Office of Intercultural Affairs Assessment Cycle](#)
- [Systems Thinking](#)
- [The Assessment Cycle](#)