



# HENDRIX

OFFICE FOR DIVERSITY AND INCLUSION

OFFICE FOR DIVERSITY AND INCLUSION

# Annual Report 2017-2018





## Table of Contents

<b>Office for Diversity and Inclusion Annual Report 2017–2018</b> .....	<b>3</b>
<b>Vision, Mission, &amp; Overarching Strategic Goals</b> .....	<b>3</b>
<b>Goal 1</b> .....	<b>4</b>
<b>Goal 2</b> .....	<b>9</b>
<b>Goal 3</b> .....	<b>9</b>
<b>Goal 4</b> .....	<b>10</b>
<b>Goal 5</b> .....	<b>10</b>
<b>Goal 6</b> .....	<b>11</b>
<b>Goal 7</b> .....	<b>11</b>
<b>Goal 8</b> .....	<b>11</b>
<b>Goal 9</b> .....	<b>13</b>
<b>Additional Activities</b> .....	<b>13</b>
<b>Professional Development</b> .....	<b>14</b>
<b>Looking Forward</b> .....	<b>14</b>
<b>Notes</b> .....	<b>15</b>
<b>Hendrix College Diversity and Inclusion Strategic Plan</b> .....	<b>16</b>



**Office for Diversity and Inclusion  
Annual Report: June 2017–May 2018**

Dionne B. Jackson, Ed.D. | Vice President for Diversity and Inclusion  
Amber D. Jackson, MPS | Program Manager

**Vision**

The Office for Diversity and Inclusion will assist with the fulfillment of Hendrix College's Diversity Statement by promoting an equitable, diverse community for its members.

**Mission**

The Office for Diversity and Inclusion will design and implement sustainable policies, initiatives, and programming to increase and maintain diversity and ensure inclusion among Hendrix's community of students, faculty, staff, administration, alumni, and Board of Trustees.

**Overarching Strategic Goals**

*Access:* Create successful pathways for underrepresented individuals to become members of the Hendrix community.

*Campus Culture:* Promote efforts that create a more equitable, inclusive Hendrix community.

Upon the completion of the 2016-2017 annual report, the Office for Diversity and Inclusion (ODI) aimed to do the following for the 2017-2018 academic year:

- Enhance current programs by better documenting the implementation of programming and tracking data to measure success;
- Create a Climate Response Team that will work to address incidents that negatively impact our campus's culture of inclusion;
- Collaborate with Academic Affairs to develop and implement faculty training and to recruit minority faculty members; and
- Develop programming to improve the retention of first-generation college students.

The ODI made progress on three of the four aims noted above. For example, this year's report provides qualitative and quantitative data regarding the Office's progress.

Additionally, the Office successfully worked with the Provost's Office to hire its first targeted hire of a faculty member of color and worked with the Committee on Diversity and Dialogue and the Associate Provost for Faculty Development to implement faculty training. The ODI also successfully developed a program proposal and submitted it to the Arthur Vining Davis Foundation to potentially fund a first-generation program. Due to limitations regarding staffing/time constraints, we are not able to support a Climate Response Team. A Climate Response Team is a necessary element to maintain positive campus culture, and we hope that we will one day have the campus staff/time resources necessary to implement it.

Regarding our work for the 2017-2018 academic year, we are pleased to report that **the Office for Diversity and Inclusion made progress on 100% of its nine goals** found within its five-year strategic plan (2017-2022). (NOTE: Goals 1,2,3,8, and 9 come directly from Hendrix College's Strategic Plan.) Below are the nine goals with implementation plans (bulleted items) that are supported by progress checklists and metrics used for the Office's assessment.

### **Goal 1**

Continue to expand the Hendrix Aspire Scholarship<sup>1</sup> network of partnerships and accessibility initiatives that strengthen diversity on campus and ensure the students attending Hendrix as a result of these initiatives have the support they need to succeed.

- Develop and implement a League of United Latin American Citizens (LULAC)<sup>2</sup> and Aspire programming plan for annual implementation, including expansion strategies

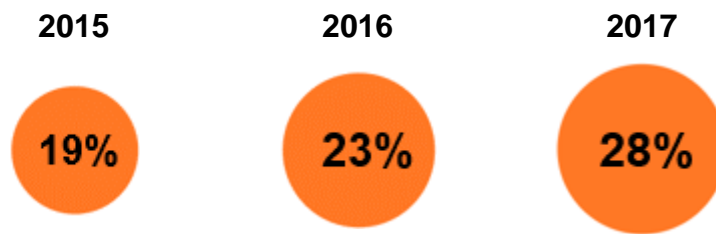
### **Progress**

- ✓ Enhanced the Aspire Scholar selection process to include earlier deadlines and an on-campus interview
- ✓ Added this year's two first-year LULAC Scholars to the Aspire first-year programming cohort
- ✓ Added KIPP Blytheville to the KIPP Delta Public Schools Memorandum of Understanding (MOU)
- ✓ Met with a representative from one potential partner school, North Little Rock High School
- ✓ Worked with the Vice President of Enrollment to revise the LULAC MOU



**Metrics**

**Table 1. Pell-eligible Student Population as Percentage of Total Student Population at Hendrix Over Time**



The percentage of Hendrix students who are **first generation** has remained unchanged since 2015 at



**Table 2. Enrollment Data Comparison for Students of Color**

Year	Hendrix	State	Regional	National
2015	22%	25%	41%	32%
2016	23%	26%	41%	33%
2017	25%	—	—	—

*Students of color are defined as students who self-identify as any race other than “white.” Data are cross-sectional, capturing percentage of student population in September of each year reported. Hendrix College data are provided by the Institutional Researcher. The state comparison group includes Arkansas’ Independent Colleges and Universities (N=10). The regional comparison group includes four-year nonprofit institutions in the 12 states in which Associated Colleges of the South schools are located (N=309). The national comparison group is made up of four-year nonprofit institutions (no N reported). Data at the state and regional levels were found using the Integrated Postsecondary Education Data System (IPEDS,) and national data are from the National Center for Education Statistics’ Digests.*

**Progress**











- ✓ Engaged Aspire first and second-year cohorts in monthly meetings and juniors in strategic programming
- ✓ Met with all Aspire students for at least one one-on-one advising meeting
- ✓ Began mandatory study hall programming



**Metrics**

For our first two cohorts, we consistently maintain much higher retention rates when compared to the retention of other Pell-Eligible students and compared to all students admitted their cohort years. The retention of the 2021 cohort currently runs less than those of the comparison and population groups. The spring semester mean cumulative grade point average for the 33 Aspire Scholars is 2.93.

**Table 3. Underrepresented Student Retention Rate\* Comparison**

<i>Aspire 2019 Cohort (Pilot)</i>	<i>Comparison Group</i>	<i>Population</i>
 100% n=3	 74% n=105	 76% n=299
<i>Aspire 2020 Cohort</i>	<i>Comparison Group</i>	<i>Population</i>
 100% n=14	 71% n=110	 78% n=274
<i>Aspire 2021 Cohort</i>	<i>Comparison Group</i>	<i>Population</i>
 89% n=16	 90% n=127	 92% n=311
<i>LULAC Scholars</i>		
 100% n=3		

\* Fall to Spring semester 2017-2018. The comparison groups for each of the Aspire cohorts (identified by expected four-year degree award year) are Pell-Eligible students in the same cohort. The population for each comparison consists of all Hendrix students admitted as part of each respective cohort. Data were provided by the College's Institutional Researcher. At the time of reporting, data were not available for LULAC cohort comparison.

**Progress**

- ✓ Partnered with Bailey Library and the Associate Provost for Faculty Development's staff to promote access to academic resources
- ✓ Assisted students with demonstrated financial need with the purchase of textbooks and computers
- ✓ Partnered with the Environmental Concerns Committee and the Office of Career Services to host the first annual Professional Dress Free Store Event

**Metrics**

In the fall of 2017, the ODI assumed responsibility for assisting students in need with accessing the materials needed for their coursework. The Office partnered with Bailey Library with the goal of increasing access to common texts by

instituting a text-sharing reserve system beginning in the spring of 2018. The ODI purchased 13 textbooks and received 5 donated textbooks, resulting in 18 textbooks being placed on reserve. Library data show that students accessed reserve items a total of 464 times, and that 15% of the time, the texts were provided by the ODI. With the reserve system in place, we were able to show a 7% reduction in cost from the fall 2017 to spring 2018 semesters, while serving the same number of students.

**Table 4. Summary of ODI Distributions for Academic Resources**

	<i>Textbooks</i>	<i>Computers</i>
<i>Fall Semester</i>	\$348.33	—
<i>Spring Semester</i>	\$1,311.24	\$200

- Develop and implement affinity groups for minority faculty and staff

*Progress*

- ✓ The CDO served on a team of Associated Colleges of the South (ACS) administrators and staff who were awarded ACS Mellon funding for the professional development proposal “ACS Faculty of Color Uniting for Success (ACS FOCUS)”
- ✓ Successfully appointed a faculty convener to coordinate Hendrix FOCUS

**11** Faculty of Color attended at least one of **6** Hendrix FOCUS events designed to support, mentor, and provide professional development opportunities for faculty who self-identify as people of color.



- Collaborate with administrators to review and enhance hiring of underrepresented (racial/ethnic) faculty, staff, and administrators through new initiatives

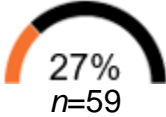
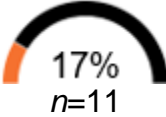
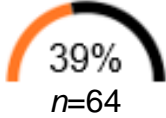
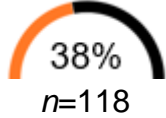


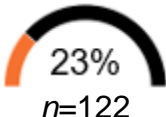
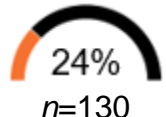
*Progress*

- ✓ Strategic faculty recruitment and targeted hiring plans established

*Metrics*

From last year to this year, the College experienced an increase in the number of applicants of color for tenure track faculty and both support and administrative staff positions, while the percentage of applicants in these groups remained similar across the two years. Among faculty of color (faculty identified as any race other than “white”), Asian applicants accounted for more than three quarters of applicants of color in 2016 (76%) and nearly half of all applicants of color in 2017 (48%).

**Table 5. Underrepresented Applicants as Percentage of Total Applicants by Employee Type**

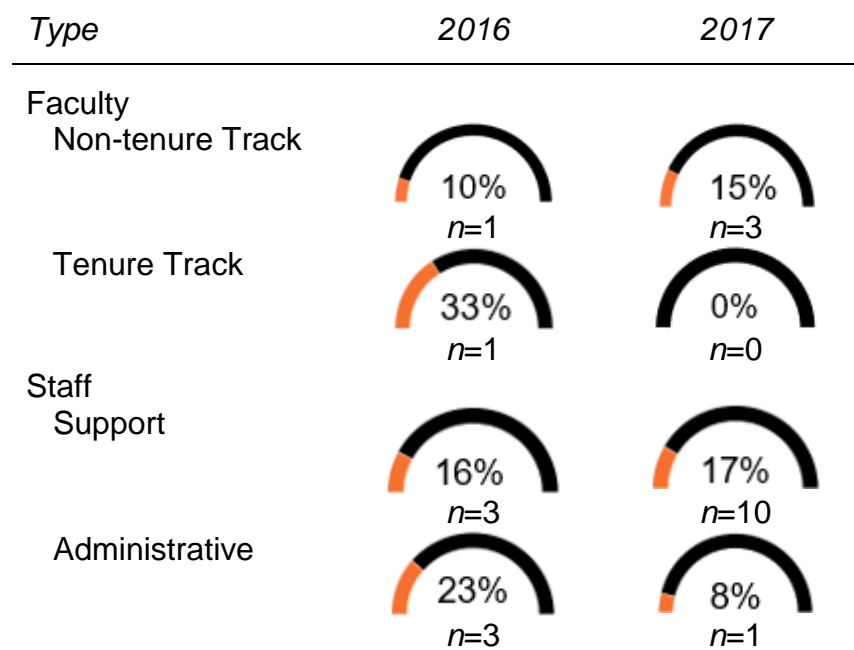
Type	2016	2017
Faculty Non-tenure Track*	 27% n=59	 17% n=11
Tenure Track	 39% n=64	 38% n=118
Staff Support	 26% n=137	 25% n=175
Administrative	 23% n=122	 24% n=130

*\*Non-tenure track includes adjuncts, visiting professors, and fellows. Applicant data were obtained from the College’s Assistant Director of Human Resources.*

The table below provides information regarding the hiring of people of color for 2016 and 2017. Additionally, the College successfully carried out its first targeted hire process this academic year and will welcome an additional faculty member of color to campus this fall.



**Table 6. Underrepresented New Hires as Percentage of Total New Hires by Employee Type**



*\*Non-tenure track includes adjuncts, visiting professors, and fellows. New hire data were obtained from the College's Assistant Director of Human Resources.*

**Goal 2**

Establish a Center for Inclusive Community (CIC) that provides systematic programming and training, ensures continuity in initiatives, advises on campus policy, and helps facilitate curricular connections in multicultural affairs and issues related to gender and sexuality

- Identify and catalog all campus-wide diversity initiatives
- Engage in efforts to establish a Center for Inclusive Community
- Develop a Climate Response Team that will convene to develop strategies in response to events or incidents that affect the College's inclusionary practices

**Progress**

- ✓ Strategic planning for CIC fundraising and marketing underway

**Goal 3**

Designate a Chief Diversity Officer on the Senior Leadership Team

- Consistently review federal, state, and local laws and college policies regarding inclusion, equity, and accessibility to understand their implications for the College
- Work with the Senior Leadership Team (SLT) to develop new policies and/or improve current policies and effectively communicate policies and procedures, including bias incident reporting

*Progress*

- ✓ Monitored regulations regarding DACA (Deferred Action for Childhood Arrivals) and immigration
- ✓ Worked with the SLT to consider procedures for the President's Award selection
- ✓ Advised the Provost regarding the targeted hiring process
- ✓ Implemented procedures with faculty search committees regarding bias awareness and diversifying applicant pools

**Goal 4**

Implement regular, systematic training for faculty and staff on issues of diversity and inclusion

- Collaborate with campus administrators, faculty, and staff to implement training

*Progress*

- ✓ Faculty diversity training coordinated by the Associate Provost of Faculty Development
- ✓ Faculty and staff training coordinated by the Committee for Diversity and Dialogue
- ✓ Collaborated with the Associate Provost for Faculty Development to host Dr. Anita Davis, Director of Diversity and Inclusion for the Associated Colleges of the South, for training in reducing bias in faculty hiring

*Metrics***Number of Diversity Trainings Offered by Audience Type****Goal 5**

Commit to conducting a comprehensive campus climate survey on an ongoing, regular basis and to using the results to shape institutional priorities and policies

- Conduct a comprehensive campus climate survey on a regular basis

*Progress*

- ✓ Results forums offered to students, staff, and faculty regarding the 2017 faculty and student climate surveys and the staff focus groups
- ✓ Developed an executive summary of Campus Climate results and a corresponding set of action steps
- ✓ Published the Campus Climate Report on the Institutional Researcher's website

- ✓ Campus Climate Report results highlighted in presentations to the Student Senate, Student Affairs staff, Public Safety officers, Board of Trustees, and the faculty
- ✓ Planned for 2018 staff and 2019 student Higher Education Research Institute (HERI) climate surveying process

### **Goal 6**

Explore the establishment of a summer pre-baccalaureate program for diverse students

#### *Progress*

- ✓ Review of other pre-bac programs and planning for pilot begun
- ✓ Implementation on hold pending the launching of the Center for Inclusive Community

### **Goal 7**

Regularly review orientation programs for students related to diversity and inclusion to ensure they are consistent with national best practice

#### *Progress*

- ✓ Worked with the Vice President of Student Affairs/Dean of Students and the Directors of Explorations to develop a plan to incorporate diversity and inclusion discussions and/or activities into Explorations<sup>3</sup>
- ✓ Met with Student Senate leadership and the Vice President of Student Affairs/Dean of Students to select the Senate Jennings Diversity Lecturer for extended orientation
- ✓ Met with the Vice President of Student Affairs/Dean of Students and the Director of Student Activities to discuss BAC@HDX (Bridging Alums of Color at Hendrix) ideas regarding orientation



### **Goal 8**

Build mutually beneficial, sustainable, long-term partnerships with institutions across the state, but particularly in Conway and Little Rock, leveraging the expertise, enthusiasm, and hands-on engagement of Hendrix students, faculty, and staff

- Collaborate with faculty, administration, and the Board of Trustees Diversity Committee to obtain funding for student support programming related to engaged learning, research, and/or skills development

*Progress*

- ✓ Collaborated to receive a \$650,000 Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)<sup>4</sup> grant from the National Science Foundation (NSF).
- ✓ Met with representatives from Central Arkansas companies/non-profits (UAMS, City of Hope Outreach, Mosaic Templars Cultural Center, and Acxiom) to discuss engaged learning partnership opportunities

*Metrics*

**Internships**

- 2** Aspire Scholars have completed internships with Southern Bancorp, a corporation led by a member of BAC@HDX (Bridging Alums of Color at Hendrix) and Board of Trustees member.

**Awards and Achievements**

To date, Aspire Scholars have brought in a total of **\$204,726** in scholarships and grant awards, at an average of **\$5849.31** per student. Note: this amount reflects the total amount with which incoming Scholars (classes '19, '20, and '21) entered the College.

*Miller Center Grant Award*

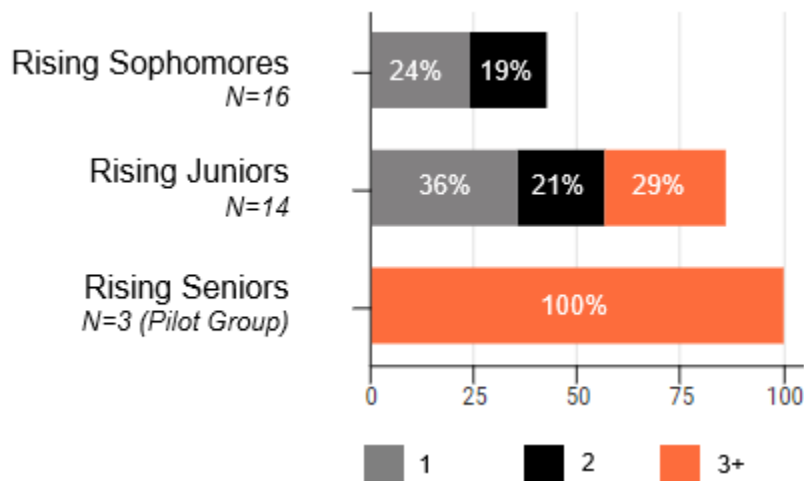
- 1** Aspire Scholar earned a Miller Center Award

*Odyssey Grant Awards*

- 2** Number of Odyssey grants to Aspire Scholars



*Aspire Odyssey Credit Completions by Cohort*



**Goal 9**

Prioritize efforts to build Hendrix's ties with longstanding and emerging communities of color in Arkansas, notably the African American, Latinx, Vietnamese, and South Asian communities

**Progress**

- ✓ A total of 10 BAC@HDX representatives attended the Arkansas Black Hall of Fame
- ✓ Faulkner County LULAC established
- ✓ BAC@HDX Advisory Board established
- ✓ First annual BAC@HDX induction ceremony held

**Metrics**

**48** alumni of color attended at least one of **2** BAC@HDX events this year, **50%** of whom were **first-time** attendees. Additionally, **11** alumni self-reported at this spring's induction ceremony and business meeting that this was their first time to engage in Hendrix programming in the past five years.

**The Office for Diversity and Inclusion also engaged in additional activities related to its mission, but not directly associated with its nine goals:**

- ✓ Launched new campus-wide programming, including First Tuesday Talks<sup>5</sup> (six sessions) and Diversity Dialogues<sup>6</sup> (nine sessions)
- ✓ Hosted four Staff Morning Meet-ups designed to promote fellowship and collaboration across departments
- ✓ Hosted a community food truck pop-up
- ✓ Established monthly meetings with student leaders of student multicultural groups and regular attendance at Multicultural Development Committee and Student Affairs meetings
- ✓ Conducted at least 130 student initiated individual meetings
- ✓ Facilitated Resident Assistant diversity training
- ✓ Hosted Student Leader Diversity Training in conjunction with the Senate Jennings Lecture

### **Professional Development**

In order to effectively implement office goals, we participated in the following professional development activities:

Dionne Jackson attended Cornell University's Faculty Institute for Diversity Train the Trainer Workshop.

Amber Jackson attended programming trainings/information sessions for Cooking Matters and the Fulbright and Watson Fellowships. She attended office related trainings for Jenzabar, CPR certification, Ektron, Net Community, and photo editing.

### **Looking Forward...2018-2019**

Last year the CDO was excited about the addition of a staff member to the ODI. This report directly reflects how the office has been enhanced by the addition of a Program Manager. As we look forward to the 2018-2019 year, we plan to:

- ✓ Collaborate to consider targeted faculty hires *Goal 1*
- ✓ Launch a new Diversity Ambassador program, including Ambassador selection and training *Goal 1*
- ✓ Launch 1stGEN@HDX, including developing effective strategies to better identify first generation college students *Goal 1*
- ✓ Collaborate with the VP of Enrollment to consider multicultural enrollment rates and their implications *Goal 3*
- ✓ Engage in the Hendrix Higher Learning Commission accreditation process *Goal 3*
- ✓ Implement faculty culturally responsive teaching and advising trainings *Goal 4*
- ✓ Conduct Explorations faculty diversity curriculum training *Goal 4*
- ✓ Implement first two campus-wide employee diversity trainings *Goal 4*
- ✓ Collaborate with the College's Institutional Researcher to administer the Higher Education Research Institute (HERI) Staff Climate Survey *Goal 5*
- ✓ Further establish structure for BAC@HDX, including confirming advisory board members and facilitating committee formation *Goal 9*

**Notes:**

1. The Aspire Scholarship covers up to the full cost of attendance (tuition, fees, on-campus housing and meals, and other expenses) for Federal Pell Grant-eligible students from partner institutions and organizations. Partners include Arkansas Commitment, Catholic High School for Boys, Episcopal Collegiate School, KIPP Delta Public Schools, Little Rock Central High School, Mount St. Mary Academy, and Pulaski Academy.
2. The League of United Latin American Citizens (LULAC) works to advance the economic condition, educational attainment, political influence, housing, health and civil rights of the Hispanic population of the United States. Hendrix College joined with LULAC in 2015 to establish three new scholarships for Latinx students to attend Hendrix.
3. Explorations is a one-semester common course required of all students enrolled in their first semester at the College.
4. The S-STEM grant provides financial assistance in the form of scholarships to academically talented Federal Pell Grant-eligible students pursuing degrees in STEM fields at Hendrix, covering all out-of-pocket expenses for four years. Additionally, scholarship recipients receive summer stipends for three years of guaranteed research and internships, access to specialized mentoring, housing in specialized learning communities, field trips to regional and national laboratories, and opportunities to explore careers in all disciplines of the scientific enterprise.
5. First Tuesday Talks develops the Hendrix community's understanding of diversity and inclusive practices. Each featured community member answers the question, "*What is my identity, and how does it enrich my community?*" Topics this year ranged from religious identity to racial and ethnic identity.
6. Diversity Dialogues is a series of periodic programming that aims to both celebrate the differences and explore the commonalities that exist among Hendrix community members. Through these programs, the Office seeks a variety of constructive perspectives on topics meant to spur interaction and understanding between and among its community members.



## 2017–2022 Diversity and Inclusion Strategic Plan

### **Hendrix College Diversity Statement**

Hendrix College values a diverse learning environment enriched by the race, ethnicity, age, religion, sexual orientation, gender identity/expression, socioeconomic status, ability, culture, political philosophies, geographical backgrounds, and intellectual perspectives of its students, faculty, staff, and administrators. We believe diversity makes the whole richer, and that participating in a dynamically inclusive community provides a framework for successful leadership and engaged citizenship in the 21st century.

Inclusion is our name for an active and constructive engagement with diversity. Inclusion consists of developing and implementing programs and policies that 1) respect the dignity and civil rights of all persons, 2) help prevent prejudice and discrimination, 3) recruit and retain diverse students, faculty, and staff, 4) promote capacities for understanding diverse cultures, 5) cultivate capacities for generous listening, especially to those who might otherwise not be heard, 6) introduce the arts of dialogue across differences, and 7) afford opportunities for mutual transformation through multicultural cooperation, all with the aim of creating an atmosphere that is welcoming, hospitable, and true to the best of liberal arts education.

*Approved by the Hendrix Faculty in April 2016 and by the Hendrix Board of Trustees in October 2016.*



### **Vision**

The Office for Diversity and Inclusion will assist with the fulfillment of Hendrix College's Diversity Statement by promoting an equitable, diverse community for its members.

### **Mission**

The Office for Diversity and Inclusion will design and implement sustainable policies, initiatives, and programming to increase and maintain diversity and ensure inclusion among Hendrix's

community of students, faculty, staff, administration, alumni, and Board of Trustees.



**Strategic Goals**

*Access:* Create successful pathways for underrepresented individuals to become members of the Hendrix community.

*Campus Culture:* Promote efforts that create a more equitable, inclusive Hendrix community.

**Office for Diversity and Inclusion (ODI) Strategic Goals, Objectives, Objective Implementation Plans, and Metrics**

***Access Strategic Goal:*** Create successful pathways for underrepresented (racial/ethnic, socioeconomic, and/or first-generation) individuals to become members of the Hendrix community.

Objective 1: By 2022, the ODI will successfully maintain and expand mutually beneficial partnerships and initiatives that foster campus diversity.

**Implementation Plan**

- Develop and implement a League of United Latin American Citizens (LULAC) and Aspire Scholarship Network partnership plan for annual implementation, including expansion strategies.
- Create and implement a plan for underrepresented (racial/ethnic) faculty recruitment.
- Collaborate with other administrators to review, and possibly enhance, hiring of underrepresented (racial/ethnic) administrators and staff through new initiatives.

**Metrics**

- Partnership survey with satisfactory results.
- Number of partnerships and initiatives.
- At least 20% average Pell-eligible, underrepresented minority, and first-generation college student populations.
- Increase and/or maintain representation of underrepresented faculty, staff, and administrators within candidate search pools and within the faculty, staff, and administrator populations.

Objective 2: By 2022, the ODI will have support mechanisms in place for the success of individuals who benefit from access to Hendrix due to diversity partnerships and initiatives.

**Implementation Plan**

- Develop and implement a plan for LULAC and Aspire Scholars programming.
- Create a Minority Faculty Network that will assist with supporting and mentoring minority faculty.

- Collaborate with faculty, administration, and the Board of Trustees Diversity Committee to obtain funding for student support programming related to engaged learning, research, and/or skills development.
- Develop a Minority Alumni Network that will work to connect minority alumni to the College, while serving as a mentoring umbrella for underrepresented students.
- Develop a minority staff affinity group.



#### Metrics

- LULAC and Aspire Scholars retention and graduation rates above the rates for the populations they represent.
- Number of minority faculty with successful 2-yr, 4-yr, and tenure reviews.
- Number of funded opportunities provided to students, including number of grants submitted and awarded.
- Number of minority alumni engaged in programming.
- Retention and climate feedback of minority staff.

***Campus Culture Strategic Goal:*** Promote efforts that create a more equitable and inclusive Hendrix community.

Objective 1: By 2022, the ODI will increase campus-wide initiatives that foster the development of inclusive practices.

#### Implementation Plan

- Identify and catalog all campus-wide diversity initiatives.
- Engage in efforts to establish a Center for Inclusive Community that will provide systematic programming and training, ensure continuity in initiatives, advise on campus policy, and facilitate curricular connections in the areas of multiculturalism and gender and sexuality.
- Collaborate with campus administrators, faculty, and staff to Implement regular, systematic training for faculty, staff, and student leaders on diversity and inclusion.
- Conduct a comprehensive campus climate survey on a regular basis.

- Collaborate with the Provost's Office and faculty to develop sustainable curricular initiatives that promote diversity and/or inclusion.
- Develop a Climate Response Team that will convene to develop strategies in response to events or incidents that affect the College's inclusionary practices.

#### Metrics

- Progress on the Center's establishment.
- Number and effectiveness of trainings offered.
- Number of individuals participating in the trainings.
- Number of times the survey is conducted.
- Improvement in climate survey data.
- Number of diversity initiatives offered.



Objective 2: Facilitate the development and awareness of campus policies and procedures that promote equity and inclusive practices.

#### Implementation Plan

- Consistently review federal, state, and local laws and college policies regarding inclusion, equity, and accessibility to understand their implications for the College.
- Work with the Senior Leadership Team to develop new policies and/or improve current policies.
- Develop mechanisms to effectively communicate policies and procedures, including bias incident reporting.

#### Metrics

- Number and effectiveness of new policies and procedures created and enhanced.
- Improvement in climate survey data.



# HENDRIX

COLLEGE

**Be You. Be Brilliant.**

[www.hendrix.edu/diversity](http://www.hendrix.edu/diversity)  
[diversity@hendrix.edu](mailto:diversity@hendrix.edu)  
[facebook.com/hendrixdiversity](https://facebook.com/hendrixdiversity)  
[instagram.com/hendrixdiversity](https://instagram.com/hendrixdiversity)  
[linkedin.com/in/dionne-b-jackson/](https://linkedin.com/in/dionne-b-jackson/)