Diversity, Equity, Inclusion and Belonging Plan

College of DuPage

May 31, 2024

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II. Introduction

History
On September 25, 1967, College of DuPage (COD) opened under the leadership of President Rodney K. Berg and Board of Trustees Chairperson George L. Seaton. Classes were held in office trailers and at leased suburban sites throughout the newly formed Community College District 502. Driving from class to class, the students, faculty, and staff of this "campus-less" community college became affectionately known as road runners, hence the school's nickname, "Chaparrals."

The community college district served by COD has grown significantly over the years. Originally formed from 10 high school districts, District 502 has become the most populous community college district in Illinois, outside of Chicago. Over one million residents from all or part of 51 communities comprise today's District 502, with boundaries encompassing most of DuPage County and parts of Cook and Will counties.

Facilities
Located 25 miles west of downtown Chicago, COD's Glen Ellyn campus includes 13 main buildings with almost two million square feet of space.

To create a greater regional presence and make programs and services more accessible to District 502 residents, COD operates four strategically placed regional centers in Addison, Carol Stream, Naperville, and Westmont.

In addition, COD has one of the premier outdoor athletic complexes in the nation. The complex includes a football field, baseball field, softball field, and three soccer fields.

Board of Trustees
The Board of Trustees is charged with establishing policies for the financing, governance, operation, and administration of the College. Seven voting members are elected from the district at large and a non-voting student trustee is elected by student referendum during spring semester to serve from April to April. The public is invited to attend the meetings.

A. INSTITUTIONAL VISION OF DIVERSITY EQUITY, INCLUSION, AND ACCESSIBILITY

1. College of DuPage Equity Statement
College of DuPage believes in the right to a high-quality education in an equitable and inclusive environment. Through intentional design, the College will ensure that each student receives the information, resources, and supports necessary to achieve their educational goals.

DEIB Vision for Success
- Embed DEIB in our everyday work, from decision-making and resource allocation to policies and practices
- Meet every student's needs
- Ensure our students and employees are recruited, retained, and supported
- Have more diverse employee representation, especially faculty
- Appreciate diverse opinions and cultures

Key Definitions

In 2022, COD stakeholders (Equity Team, Shared Governance Council, Cabinet members and DEI interim leader) collaborated to define diversity, equity, and inclusion and encapsulate their vision for DEI success at COD. In 2023, Chief Organizational Culture Officer/Director of DEIB revisited these definitions to clarify their meanings and to add the definition of belonging.

- **Diversity** encompasses the multidimensional aspects of human identity, culture, and experience.
- **Inclusion** is a culture of belonging and empowerment where all people are welcomed, valued, and celebrated for their contributions.
- **Equity** entails removing barriers to empower all to achieve their goals in line with COD mission.
- **Belonging** encompasses a person's feeling of being respected, treated with fairness, and comfort in being their authentic self.

Accessibility

College of DuPage is committed to the equitable access of educational opportunities for eligible students with a disability, illness, injury, or medical condition. Reasonable accommodations are determined through an interactive and individualized process with the student.

Core Statement

COD is guided by its institutional philosophy, mission, vision, and values.

Institutional Philosophy

College of DuPage believes in the power of teaching and learning.

We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning.

College of DuPage is committed to excellence.

We seek quality in all that we do. To ensure quality, we are committed to continual assessment and self-evaluation.

College of DuPage values diversity.

We seek to reflect and meet the education needs of the residents of our large, multicultural district. To this end, we recognize the need for freedom of expression and that facts, arguments, and judgments should be presented, tested, debated, challenged, deliberated, and probed for their objective truth in the marketplace of ideas. Every College individual owes a duty to exercise his or her own individual judgment; and to permit others to exercise that same freedom of conscience. We recognize the importance of embracing individual differences and cultures and value the contributions made to the College by people of all ethnic and cultural backgrounds. We affirm our role as a catalyst for promoting dialogue and tolerance on issues supporting the common good.

College of DuPage promotes participation in planning and decision making.

We support participatory governance and the involvement of the College community in the development of a shared vision. We believe that all students, employees, and residents can make meaningful contributions within a respectful environment that encourages meaningful discourse. We strive to build an organizational climate in which freedom of expression is defended and civility is affirmed.

College of DuPage is a benefit to students and our community.
The needs of our students and community are central to all we do.

<u>Vision</u>
College of DuPage will be the primary college district residents choose for high quality education.

<u>Mission</u>
The mission of College of DuPage is to educate, enrich and empower our communities for success.

<u>Values</u>
Integrity - We expect the highest standard of moral character and ethical behavior.
Honesty - We expect truthfulness and trustworthiness.
Respect - We expect courtesy and dignity in all interpersonal interactions.
Responsibility - We expect fulfillment of obligations and accountability.
Equity – We strive to remove barriers to empower all to achieve their goals

B. INTUITIONAL VISION FOR EQUITY

The College of DuPage Institutional Philosophy begins with the following: "College of DuPage believes in the power of teaching and learning. We endorse the right of each person to accessible and affordable opportunities to learn and affirm the innate value of the pursuit of knowledge and its application to life. Our primary commitment is to facilitate and support student success in learning." For many years, the College has supported and promoted numerous structures, policies and programs aimed at eliminating equity gaps for unrepresented groups. We intend to continue proven practices and implement new strategies to close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups to encourage our college community to thrive.

Student success is our top priority. Through concentrated efforts, College of DuPage considers the whole scholar and implements best practices to ensure success for all students. We intend to continue proven practices and implement new strategies to eliminate equity gaps. College of DuPage is an institution that is committed to equity and inclusion. A multicultural community will enrich all our lives by opening us up to innovative ideas that broaden our ability to understand and accept one another.

The College is fervent in its commitment to equity. When the Partnership for College Completion launched the Illinois Equity in Attainment Initiative in 2018, we were eager to participate. COD became part of a group of 25 two-year and four-year, public, and private nonprofit colleges and universities across the state committed to eliminating racial and socioeconomic achievement gaps.

In 2020, the College's Board of Trustees approved the addition of equity to the institution's existing core values of integrity, honesty, respect, and responsibility. College of DuPage pledges to do everything it can to show our community that brilliance shines in every individual. We celebrate diversity and pledge to provide the tools needed to build a world that embraces all of us.

III. Data

On March 22, 2024, the ILEA Core Team reviewed enrollment, cohort demographics, credit accumulation, and advancement rates (persistence, completion, and transfer rates). A breakout of these metrics was provided by race/ethnicity, first generation, and Pell recipients to show any gaps across these groups. Based on the review of the data addressed in section 2 A. of the DEIB Plan, the following gaps were identified. These statistics are based on the Fall cohorts of first-time, full-time degree/certificate-seeking students.
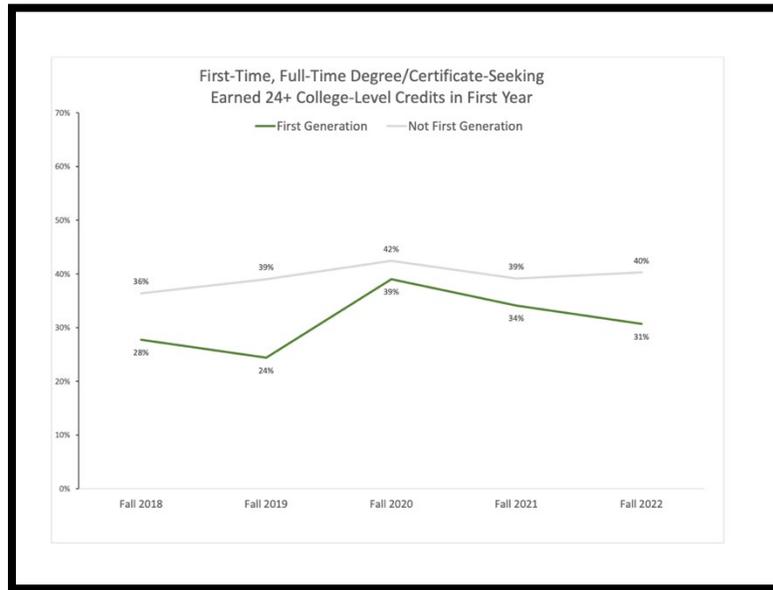
College-level Credits Earned in First Year

- A significantly smaller percentage of Black students earned 24 or more college-level credits in their first year than did Latinx, White, and Asian students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 17% of Black students, 30% of Latinx students, 44% of White students, and 48% of Asian students earned 24 or more college-level credits in their first year.

Figure 1
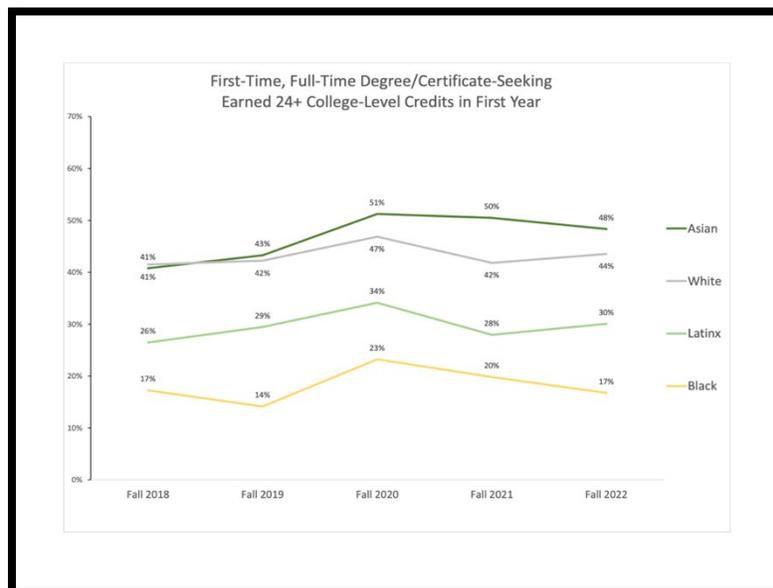

- A significantly smaller percentage of first-generation students earned 24 or more college-level credits in their first year than did non-first-generation students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 31% of first-generation students compared with 40% of non-first-generation students earned 24 or more college-level credits in their first year (Figure 2).

Figure 2

First-Time, Full-Time Degree/Certificate-Seeking
Earned 24+ College-Level Credits in First Year

- A significantly smaller percentage of Pell recipients earned 24 or more college-level credits in their first year than did non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 31% of Pell recipients compared with 42% of non-Pell recipients earned 24 or more college-level credits in their first year.

Figure 3

First-Time, Full-Time Degree/Certificate-Seeking
Earned 24+ College-Level Credits in First Year
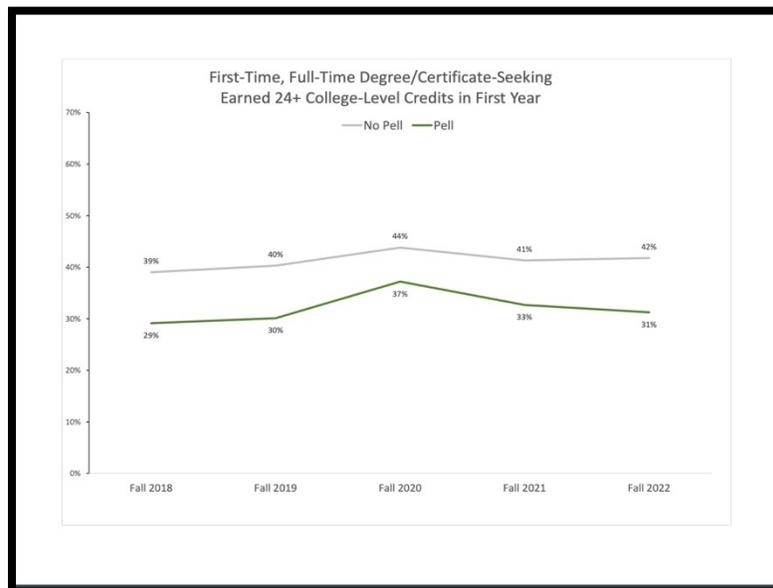
Fall to Fall Persistence

- The Fall-to-Fall persistence rate is significantly lower for Black students than for Latinx, White, and Asian students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 50% of Black students, 66% of Latinx students, 67% of White students, and 75% of Asian students persisted to Fall 2023.

Figure 4
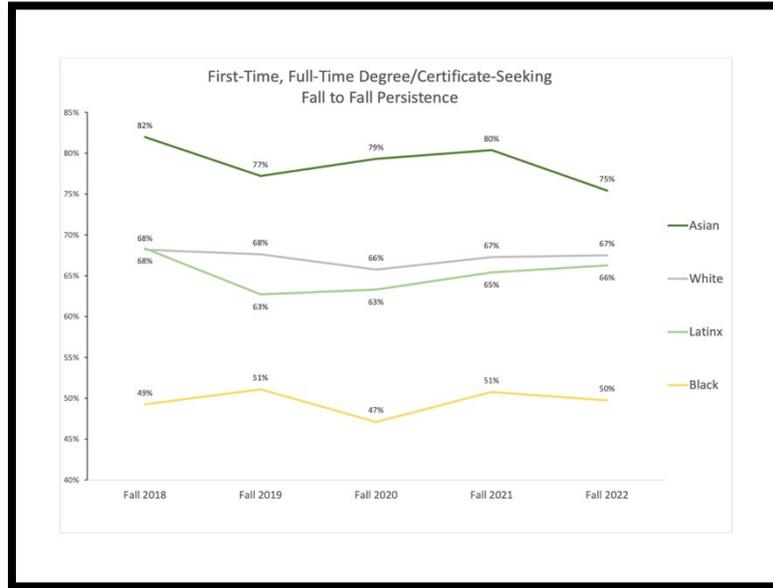
- The Fall-to-Fall persistence rate is significantly lower for first-generation students than for non-first-generation students. For Fall 2022 first-time, full-time degree/certificate-seeking students, 60% of first-generation students and 67% non-first-generation students persisted to Fall 2023.

Figure 5
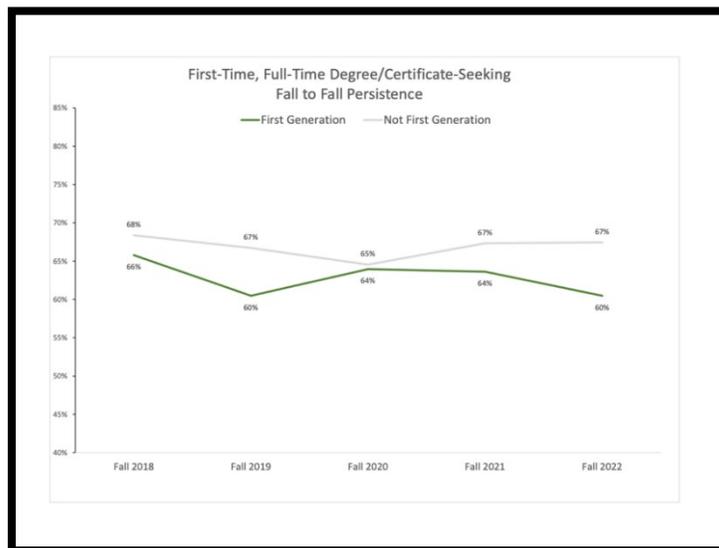
- The Fall-to-Fall persistence rate is lower for Pell recipients than for non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 64% of Pell recipients and 67% non-Pell recipients persisted to Fall 2023.

Figure 6

First-Time, Full-Time Degree/Certificate-Seeking
Fall to Fall Persistence
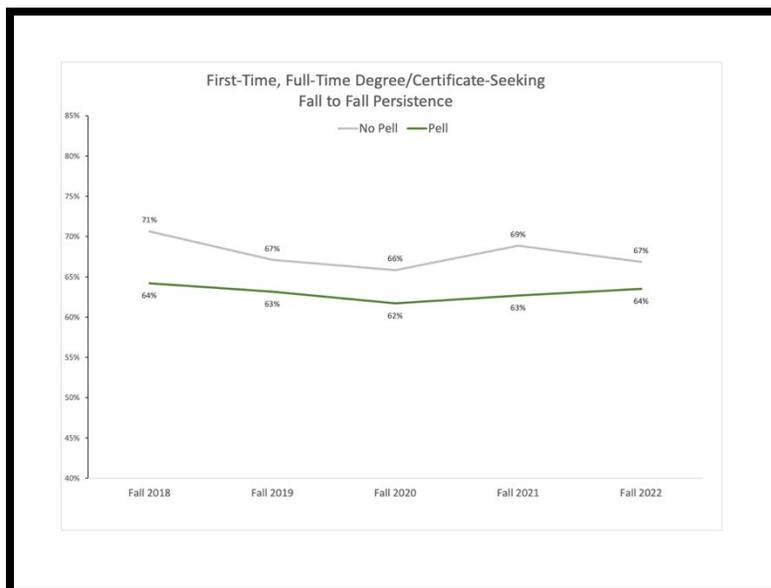
Advancement Rates (completion, transfer, still enrolled after three years)

- Overall, for the Fall 2020 cohort of first-time, full-time degree/certificate-seeking students, 24% completed, 20% transferred to another institution without completing, and 14% are still enrolled within three years of their first term.

- Although the completion rate has improved for Fall cohorts of first-time, full-time degree-seeking Black students, gaps among other race/ethnicity groups still exist. For Fall 2022 first-time, full-time degree/certificate-seeking students, 19% of Black students, 25% of Latinx students, 25% of White students, and 26% of Asian students completed a credential within three years (please see Figures 7-9 below).

Figure 7

First-Time, Full-Time Completion and Transfer Rates
Black Students

Figure 8

First-Time, Full-Time Completion and Transfer Rates
Latinx Students
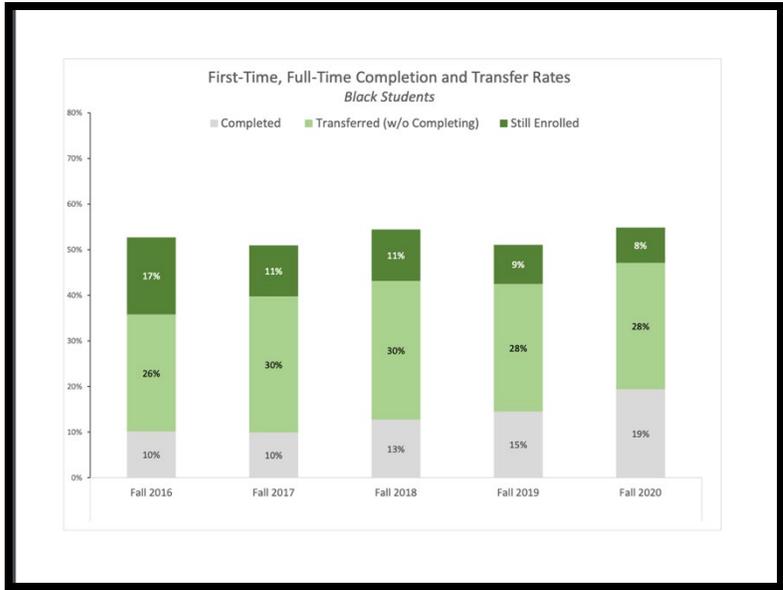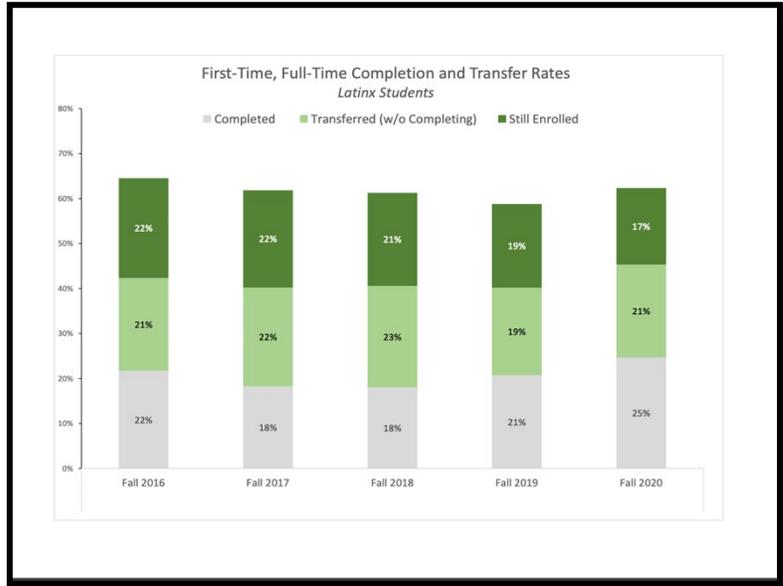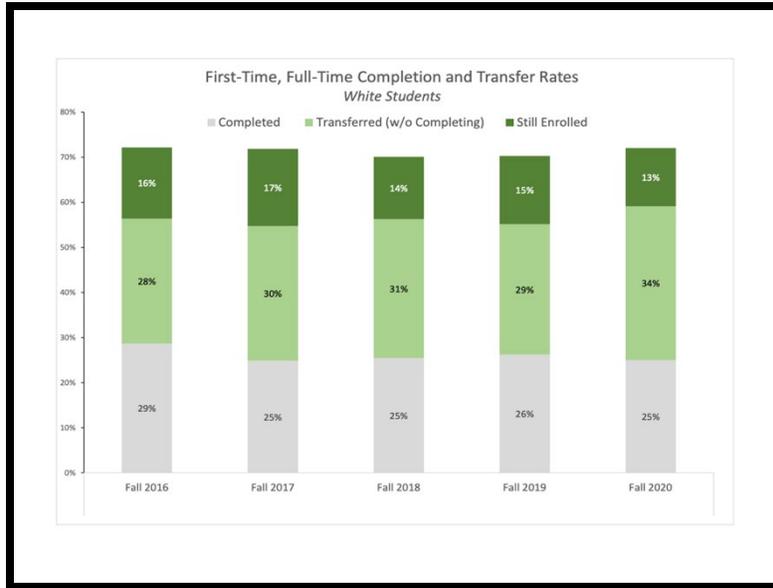
Figure 9

- The completion rate for first-generation students is slightly lower than for non-first-generation students.

Figure 10
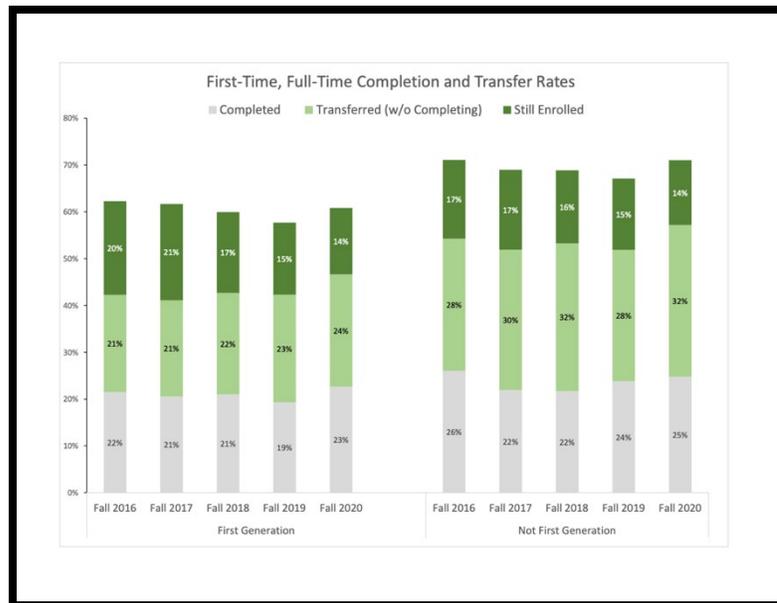
- For Fall 2022 first-time, full-time degree/certificate-seeking students, 23% of first-generation students and 25% non-first-generation students completed a credential within three years.

Figure 11

FIRST-TIME, FULL TIME COMPLETION AND TRANSFER RATES
WITHIN 3 YEARS OF FIRST TERM
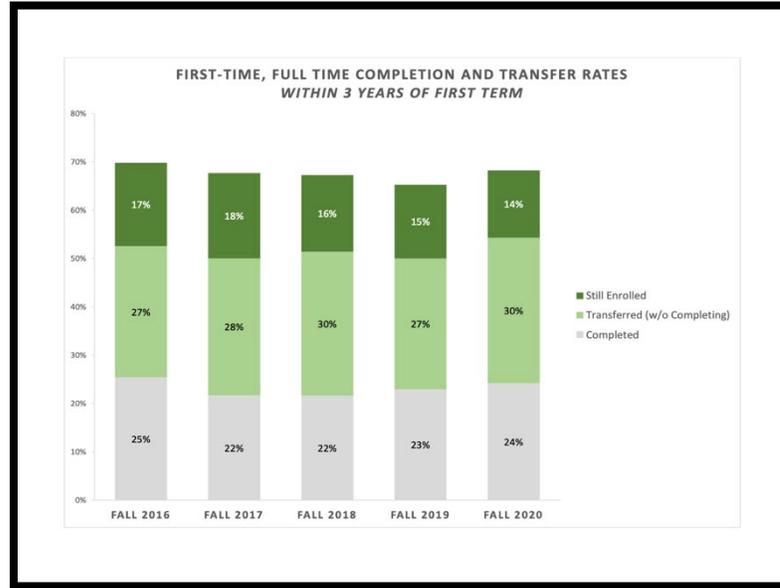
- The completion rate for Pell recipients is slightly lower than for non-Pell recipients. For Fall 2022 first-time, full-time degree/certificate-seeking students, 22% of Pell recipients and 25% non-Pell recipients completed a credential within three years.

Figure 12

First-Time, Full-Time Completion and Transfer Rates
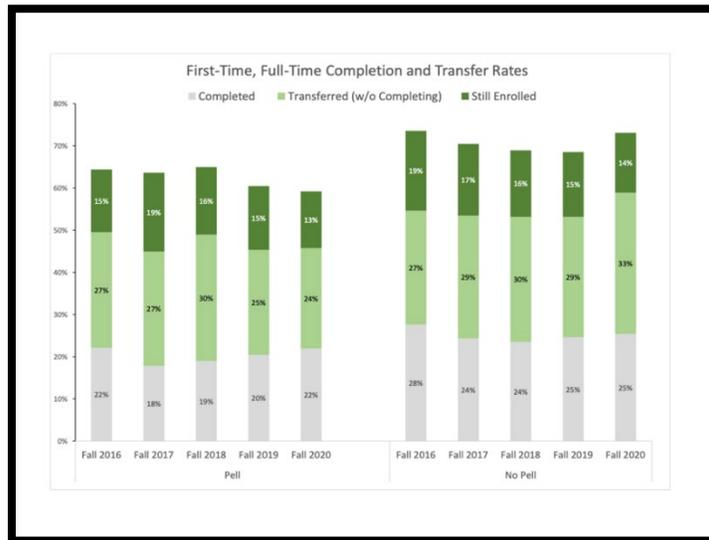
D. BARRIERS IN POLICY AND PRACTICES

Commitment and Support for DEIB Initiatives
There is a need to strengthen commitment and support for DEIB initiatives. This can be done through leveraging expertise at the College through support for our Chief Organizational Culture officer, staff, and faculty. Consistency and assurance of support for DEIB initiatives is vital to overall morale and to ensuring a sustained commitment to student and employee success.

Acknowledgement and Education of DEIB
There is a need to foster better understanding of DEIB terminology and address skepticism through evidence-based approaches to equity issues. The importance of fostering an equitable and inclusive environment needs to be integrated into our policies and practices.

Resource Allocation and Support
Allocation of sufficient resources and support are needed to maximize the effectiveness of key initiatives.

Address Structural and Organizational Changes
There is a need to improve awareness of services offered and empower advocacy efforts for necessary resources.

Communication
Students are overwhelmed with campus information. They struggle to identify the critical/action needed emails vs. informational emails.

Servicing Students Across Campus
Additional training for employees is essential to aid in servicing our diverse student population. With the growing population of students with accommodations and non-English speakers, additional measures are needed beyond Access and Accommodations or the selected bilingual staff to support students.

Proactive Collaboration Across Departments
Proactive initiatives and outreach across departments is essential to help students navigate complex processes prior to the start of the semester such as: Satisfactory Academic Progress (SAP) appeals, financial aid award letters/ verification process, and payment plans.

E. ASSESSMENT OF PROGRAMS, EFFORTS, CURRICULAR, OR PEDAGOGICAL CHANGES THAT HAVE BEEN IMPLEMENTED TO ADDRESS THE EQUITY GAPS AND THEIR OUTCOMES

1.E. Academic Support

Learning Commons

Learning Commons is COD's academic support center, free to all students, with services available in person and online. Learning Commons support includes three distinct areas: Math Assistance; course-based Tutoring Services; and Writing, Reading, and Speech Assistance. Resources include placement test review, workshops, and assistance with English as a Second Language. Learning Commons provides additional services for students with accommodations, such as individualized support plans based on their specific needs.

Pedagogical Supports
Faculty use imbedded, guided support, and/or deliberate/topical tutoring which addresses specific outcomes to students who require the additional supports as identified by the demographics for the Equity Plan.

Faculty may implement topical workshops, mini workshops, and opportunities to collaborate with Learning Commons to provide additional workshops for specific skillsets necessary for general collegiate support and specific discipline supports.

Open Education Program
The Open Education Resource (OER) program at College of DuPage aims to enhance equity and accessibility by leveraging open educational resources in classrooms. Since 2019, it has saved students over $6.2 million in textbook expenses, benefiting over 33,000 students. Beginning Fall 2024, students can easily find and enroll in Zero Textbook Cost (ZTC) courses, including popular subjects like Speech 1100, English 1101, English 1102, and Math 1218. By Fall 2026, the college plans to expand ZTC courses into a full Associate in Arts degree program. Faculty across departments contribute to OER development, including lab manuals, facilitating not only cost savings but also aiding students with disabilities through formatted materials. OER materials are tailored to support underserved student populations.

Faculty collaborate with Academic Support and Student Services to minimize course drops due to payment issues, and work with Library and Student Support to promote access to technology like laptops and hotspots. They communicate scholarships, internships, and other opportunities, especially for underrepresented demographics, and provide personalized advising to students in the Equity Plan.

2.E Student Support

Access and Accommodations
Administrative Procedure Change to the Medical Withdrawal/Appeal Process effective December 2023- all Medical Withdrawal/Appeal requests are now and permanently routed through the Center for Access and Accommodations to assess the request more holistically and determine if accommodations can be implemented to reduce the number of courses students need to drop entirely due to an unforeseen medical situation.

The Center for Access and Accommodations collaborates with The Office of Admissions to host 2-3 annual COD Visit days for High School students with IEPs and 504 Plans who plan to attend COD. These visits educate students on changes that individuals with disabilities will experience as they transition from High School to College; allowing them to prepare and begin their college journey with a more thorough understanding of the resources available to them.

Counseling, Advising and Transfer Services
Through the Counseling, Advising and Transfer Services department, students are supported with academic advising, educational planning, free personal counseling, and mental health screenings. Short term personal counseling support is available on campus and long-term referrals are made externally through a network of community resources or by connecting students to private services if insured. The College is adding capacity by integrating telehealth services for students identified as having limitations on getting to campus for personal counseling or mental health support. In addition, awareness activities are expanded through the use of a peer mental health support group on campus and by offering Mental Health First Aid Training for employees.

Office of Student Life
Student Life has embodied the principles of diversity, equity, inclusion, and belonging as a crucial foundational part of our programming, events, and initiatives. It is a fundamental aspect of our approach that is instinctively embedded in our philosophy.

Living Leadership
The Living Leadership Program is a free non-transcript certificate program at College of DuPage focused on developing students into active leaders and positive change-makers. Students may begin the program at any time and completion of the requirements is self-paced. The program is divided into two phases to meet the diverse needs of College of DuPage students. The Living Leadership Program intentionally integrates DEIB training throughout the curriculum. It allows students to go through the program at their own pace and provides a wide range of curriculum options for students to choose from.

The Poll Worker Project
The Poll Workers Project seeks to recruit a diverse student population and integrates DEIB training throughout the curriculum. Students that become poll workers play a crucial role in ensuring fair, accessible, and transparent elections. It is more than just a temporary job and a scholarship opportunity — it is a chance for students to be at the forefront of democracy, shaping the future of our nation.

Student Clubs & Organizations
College of DuPage clubs host various events that contribute to DEIB. We have clubs that represent different faith, cultural, and social backgrounds where students who belong to those groups feel accepted and at home. They also provide opportunities for others to learn about and interact with their communities. Some of these events include multicultural potlucks between many of our cultural/ethnic clubs, regular religious gathering for a variety of faith groups, Pride Alliance Gayla, Autismerica monthly meetings, and more. We also strive to make our events and initiatives accessible by using check technology to verify all documents are accessible and offering foods that fit a variety of diets.

The Fuel Pantry
Students are encouraged to visit the pantry if they have a long-term need, or short term, when an unexpected bill arrives. The pantry addresses inequities by helping students to stay in school, despite their long term, or short-term, economic circumstances. The Fuel Pantry operates a Grab & Go rack outside of the pantry and four Micro-Pantries throughout the COD campus, available to all students. We design these to reach out to students who may not be around the pantry when on campus. Our message, via these tools, is that the Fuel Pantry is open to all, and all are welcome.

Student Orientation
Fall in-person New Student Orientation (NSO) is a campus-wide event designed to welcome new students, build excitement for the academic year, and introduce them to campus life while fostering diversity, equity, inclusion, and belonging. We offer a Spanish-speaking parent session, provide Spanish-speaking staff at Very Important Parent (VIP) sessions, and have included sign language interpreters at recent NSOs. Our lunch social includes options for various dietary restrictions, and we are working to include Halal options. Livestreaming is available for those unable to attend in person due to transportation limitations or special needs, including invisible disabilities such as chronic pain, anxiety, depression, and sensory sensitivity. NSO information is communicated through email, phone, mail, text, student portal, website, social media, and ChapLife. ADA accommodations are

provided and promoted across all marketing materials to ensure inclusivity

Spring New Student Orientation continues to offer a condensed version of our Fall NSO to accommodate smaller numbers. During each session, Student Life, Financial Aid, Career Services, Counseling, Library, Field Studies & Study Abroad, Learning Commons, Intercultural Hub, Center for Student Success, and the COD Police Department briefly present information on their respective departments.

Orientation Leader Program
The Orientation Leader (OL) Program was initiated in FA2011 and was designed to revamp the New Student Orientation (NSO) program. OL emphasizes collaboration, dynamism, and student-centeredness. The program shifted compensation from stipends to scholarships to reflect its leadership focus and inclusivity for all students. The program prioritizes diversity across various demographics and backgrounds. Training encompasses a broad knowledge base that includes leadership development, diversity, equity, inclusion, and mental health awareness. Recruitment efforts target diverse student populations and involve collaboration with DEI offices and marginalized student groups. The hiring process ensures diverse representation at all levels that include multiple assessment methods to accommodate different strengths and processing needs. By transitioning to scholarships, the OL program facilitated access for all students, regardless of citizenship status. The key outcomes for OLs include embracing other perspectives and enhancing self-understanding. Assessments reflect positive impacts on knowledge, values, abilities, and engagement opportunities.

The Courier
The Courier's commitment to diversity, equity, and inclusion was publicly reaffirmed in 2021 through the publication of several DEI-related policies, including our Diversity Commitment, valuing a Variety of Perspectives, and How We Protect Against Biased Reporting. With a diverse student staff reflecting the college's demographics, we foster a sense of belonging through collaborative work environments, weekly all-staff meetings, 24/7 newsroom access, virtual communication via a Courier Slack group, regular check-ins, and group editing sessions. Fully funded journalism conferences and organized social activities further strengthen our team unity and sense of belonging, aiming to minimize feelings of confusion, frustration, or isolation during our news production process.

Social Media/Marketing
Social media efforts at the College aim to promote various departments' events and resources, recognizing the diverse needs and interests of our student population. Through initiatives like the "Friday Focus" series on Instagram, highlighting different student groups or services each week, we aim to inform students about opportunities for involvement and enhance their sense of belonging. Our marketing materials prioritize diverse representation to ensure students can envision themselves participating, with language chosen for clarity and accessibility to a wide audience. Additionally, captions on social media posts are structured to accommodate screen reader users, and emphasis is placed on highlighting services, events, and organizations that appeal to multiple populations.

Student Life Front Desk
The Student Life Office provides Student IDs for all students, credit course students and continuing education students. The front desk oversees the campus postings and a centralized posting board with assigned areas for community postings. We also solicit local vendors for the Vendor Program from different backgrounds for an opportunity to sell their products on campus. We are an equal opportunity employer and seek out students for student worker positions that come from diverse backgrounds.

Intercultural Hub

Intercultural Student Initiative programming includes heritage celebrations, lunch and learning sessions and program collaboration with other departments and organizations accessible to all students.

The Intercultural Hub is a space which promotes Social Understanding, Fostering Unity, Cultural Awareness, and Student Belonging for all students. The Hub offers students:
- Hub Chats- small group teaching and learning sessions.
- Relevant literature- faculty & staff recommendations, as well as books from guest speakers.
- Fuel Pantry Collaboration- Replenished weekly.

Inclusive Excellence Peer Mentoring is a great way to enhance the student success experience at College of DuPage. Our program matches first-year or first-time College of DuPage students with continuing students (20 credits or more) to help:
- Achieve academic excellence and belonging at College of DuPage
- Encourage students to embrace college life, while recognizing the importance of overcoming various demands to successfully pursue their goals.
- Develop a student's path of success and increase their knowledge about the resources at COD and in the professional environment.

Financial Literacy and Campus Resources connections are made through a variety of initiatives. Through the following initiatives, students learn about campus resources, critical deadlines (scholarship deadlines, payment plan deadlines, last day for withdraw, etc.), campus resources (Transfer Services, Career Services, Learning Commons, etc.), professional development opportunities and a variety of financial literacy topics (internal & external scholarships, FAFSA & Alternative IL application, loan information, work-study opportunities, etc.).

- **Latino Student Initiatives (LSI)** enrich the academic experience, promote identity awareness, and enhance the leadership opportunities for Latino students on campus. As a Hispanic Serving Institution (HSI), we are to advocate, support and empower students as they navigate their experience at College of DuPage. LSI also serves as a liaison to the extended community, and collaborates with families, schools, and community organizations to provide additional means of support. Programming is offered in English and Spanish. LSI offers drop-in hours and individual appointments to meet our students' needs.

- **First-Generation Student Group** supports students navigating their college experience. This initiative is collaborating with Counseling, Advising and Transfer Services. Gatherings offer students a safe space to address barriers they encounter and the opportunity to connect with faculty, staff, and other first-generation students. The First-Generation Student Group offer monthly meetings and individual appointments to meet our students' needs.

- **Undocumented Student Liaison** serves undocumented, DACAmented and mixed status families. Additional staff have been identified as co-chairs in Admission & Outreach, Financial Student Services and Counseling, Advising and Transfer Services. The Undocumented Liaison works closely with the Benefits Navigator, as well as with the Homeless Liaison by providing information sessions to faculty, staff, and community constituents.

Scholarships/Financial Assistance
Accounts Receivable/Student Accounts/Cashier's Office
Starting in 2023FA, in collaboration with IT and Student Financial Assistance, we were able to eliminate the policy that made it mandatory for every student to enroll in a payment plan or pay in full at the time of enrollment. By updating the way our student management system communicates with our payment plan system, students that are fully covered by financial aid or any other type of tuition assistance are not required to enroll in a payment plan. This alleviates some of the financial barriers facing some of our students.

Scholarships are made available to students through institutional and foundation-based funding. Scholarships are publicly presented through an online application system that allows students to search and review any of the funds offered for the year, or on a term-by-term basis. Students can apply for multiple scholarships at once. Additional need based financial assistance can be secured using the federal financial aid process (FAFSA) and/or Illinois Alternative Application. The College reviews the financial eligibility of students for federal and state funding to properly support and package resources for the academic year.

3.E Resources for Students in Need

Technological Assistance
College of DuPage Career and Technical Education (CTE) Laptop Loan:
Loaner laptops are available for current College of DuPage students enrolled in a CTE degree or Certificate program.

Library Laptop and Wi-Fi Hotspot Loan
Loaner laptops, Wi-Fi hotpots, and webcams are available for current College of DuPage students.

Academic Computing Labs
Open Labs are available for student and community use. Popular software as well as black/white and color printing is available.

Benefits Navigator
College of DuPage has designated a Benefits Navigator to assist students in determining eligibility for and connecting them to public benefit programs and campus-wide and community resources.

Homeless Navigator
Focus is on assisting students who are at risk of or are experiencing homelessness

Undocumented Navigator
Assists students and families who are undocumented or have mixed documented status.

Emergency Resources
College of DuPage Student Emergency Funding: Immediate financial support for current College of DuPage students with urgent and emergency situations that put their continued education at risk. This service is provided through the financial aid office using support from the College of DuPage Foundation to cover a multitude of needs. Referrals are also made to external entities such as Hope's Front Door: Immediate Assistance Program helps for urgent needs for food and transportation.

Employment Resources
College of DuPage Career Services: Assists students and community members with resume building, interview skills and the job search and internship process. Career Technical Education and health programs are also a direct support to students who after completing an experiential learning or a clinical rotation with an employer are offered invited back for employment opportunities.

Student Employment at College of DuPage
On campus job opportunities for students workNet DuPage Career Center provides job search services and occupational training grants for qualifying individuals.

Food and Clothing Resources

College of DuPage Fuel Pantry: On campus food pantry for students, faculty, and staff facing food insecurity.

Peoples Resource Center: Food Pantry and Clothing Closet for DuPage County residents in need.

Supplemental Nutrition Assistance Program (SNAP): Assists low-income individuals and families with access to food.

Healthcare Resources

Access DuPage: Connects low income and uninsured DuPage County residents to low-cost health services.

Medicaid: Federal program that provides free medical coverage for individuals and families.

Housing and Utilities Resources

ComEd Payment Assistance Program: Payment assistance options for ComEd customers.

College of DuPage Homeless and At-Risk Students: In an effort to provide assistance to students experiencing homelessness and in accordance with IL Public Act 102-0083, College of DuPage has designated a liaison to assist enrolled COD homeless students.

LIHEAP: Provides low-income households large one-time payment or reduced monthly payments of gas and electric bill.

Income Support Resources
Temporary Assistance for Needy Families (TANF): Cash assistance for low-income families and pregnant women to help pay for food, shelter, utilities, and non-medical expenses.

Transportation Resources

College of DuPage Career and Technical Education (CTE) Transportation Support: Provides gas cards for current College of DuPage student enrolled in a CTE degree or Certificate program.

RTA Ride Fair Program: Provides free rides for seniors and individuals with a disability on fixed route transit for CTE, Metra, and Pace Buses or train

4.E. Faculty/Staff Diversity Efforts

Since the submission of the Partnership for College Completion Plan on August 13, 2020, the College of DuPage (COD) has sustained its commitment to ongoing professional development of faculty and staff as part of our ongoing commitment to diversity, equity, inclusion, and belonging, all while embracing the importance of social justice. This ongoing commitment is aligned with the Strategic Long-Range Plan (SLRP) which espouses the need to integrate learning and development efforts to remain on our journey of workforce equity and inclusion, aligning with human resources best practices.

The Employee Development Center (EDC)

As part of the Human Resources function at the College of DuPage, holds the primary responsibility to ensure that training addresses the evolving and ongoing needs and demands for development of staff and faculty around the concepts of diversity, equity, inclusion, and belonging in collaboration with Faculty professional development and training conducted through the Office of Diversity, Equity, Inclusion, and Belonging. The EDC leverages a collaborative and "just-in-time" philosophy and provides training and learning opportunities which are relevant, meaningful, and engaging. The EDC has offered the following professional development topics:

- Supporting Diverse Colleagues and Inclusivity in the Workplace
- Understanding and Promoting Equity
- Leadership Development and Role Awareness
- Courageous Communication and Building Unity (One COD)
- Racial Equity Awareness and Challenge Initiatives
- Diversity and Equity Training for Hiring Processes and Team Management
- Professional Development in Assessment and Equity Practices

Faculty Professional Development

: Faculty at the College of DuPage are often the first and primary contact with our diverse student population. This results in the need to provide ongoing development for both new and seasoned faculty. Since 2020 and through the Pandemic, COD has remained committed to providing a robust slate of learning and development opportunities, including:

Several offerings for Faculty Professional development include the following topics:

1. Collaboration in the Classroom
1. Professional Networking and Connection
2. Supporting First-Time Honors Students
3. Post-Pandemic Pedagogical Adaptation
4. LGBTQ+ Inclusivity (Safe Zone, UndocuAlly)
5. Mental Health Awareness and Support
6. Addressing Equity Gaps in Education
7. Continuous Discipline Improvement

DEIB Faculty Development (2021-2022) Equity and Inclusivity in Teaching Practices and Course Design

8. Anti-Racism and Social Justice Pedagogy
9. Cultivating Belonging and Support for Diverse Student Populations
10. Mental Health Awareness and Support for Students
11. Professional Development for Equitable and Accessible Teaching Practices

DEIB Faculty Development (2022-2023)
    12. Promoting Equity and Belonging Through Syllabus Design and Course Materials
    13. Inclusive Teaching Strategies for Diverse Student Engagement
    14. Supporting Non-Native Students and Addressing Cultural Invisibility
    15. Trauma-Informed Teaching and Strategies for Student Well-being

Employee DEIB Education

Becoming One COD Sessions served as the launch of college-wide education on diversity, inclusion, equity, and belonging. All employees were invited to partake in a three-hour workshop that provided them with valuable insights and tools to practice conscious inclusion with every member of the College of DuPage community. The sessions were titled Becoming One COD to encourage community and unity in embarking on educational equity.

One COD Courageous Communication engaged employees who desired to delve further beyond the initial training.

A Path Forward

As evidenced through the array of learning opportunities provided to COD employees on diversity, equity, inclusion, and belonging, it is also recognized that as part of any commitment to this important work, measuring results is essential. In the summer of 2023 COD hired an administrator level position to serve as the institution's Director of Diversity, Equity, and Inclusion/Chief Organizational Culture Officer. In collaboration with the newly appointed Vice President of Human Resources, the formulation Key Performance Indicators (KPI's) with subsequent action plans and measurements are being analyzed and finalized. These are outlined in section V with more specificity. However, these KPI's and measurements will provide the college with longitudinal and trend data to inform us as to the progress in our work.

5.E. Communication

Diversity, Equity, Inclusion, and Belonging Webpage
To facilitate meaningful connections and streamline the process of accessing information, the Chief Organizational Culture Officer directed the creation of the Diversity, Equity, Inclusion, and Belonging (DEIB) website. In pursuit of this goal, COD wants to enhance accessibility to resources and foster a sense of community and belonging. By empowering individuals with knowledge that fosters a deeper understanding of diverse perspectives, experiences, and challenges, we aim to foster an environment where each student and employee is acknowledged and embraced for their unique contributions. The webpage is public facing and accessible to employees, students, and the broader community. In addition to including College of DuPage's equity statement, commitment to DEIB, and definitions of diversity, equity, inclusion, and belonging, the webpage includes information about campus departments, student clubs, student resources, and employee committees.

RISE (Respect, Inclusion, Support, Equity) Team
The Chief Organizational Culture Officer assembled the RISE Team as an extension of the ILEA Core Team. The team will continue to engage in monthly conversations and ongoing work regarding diversity, equity, inclusion, access, and belonging at College of DuPage to advance student success. The team will share their insights and perceptions of equity efforts across the organization, how current initiatives are progressing from their

viewpoints, and help continue efforts. The team expands representation of stakeholder voices and input for the DEIB Plan.

Communication of Climate Assessment
Chief Organizational Culture Office along with President communicated the Climate Assessment Report to all constituency groups across the College to facilitate discussion and awareness of barriers and areas for improvement noted in the report.

Chief Organizational Culture Officer Role
The hiring of the Chief Organizational Culture Officer represents the College's commitment to equitable education and fostering an inclusive culture that helps enhance employee and student success. As a member of the Cabinet, the Chief Organizational Culture Officer collaborates with various groups across the College including but not limited to Human Resources, Faculty, Staff, Administrators, various Student Groups (to name a few), and with the community as an in-house expert on matters related to diversity, equity, inclusion, belonging and organizational culture. The creation of the role emphasizes the importance of promoting a college community where our students and employees thrive and succeed.

Marketing and Communications
Under the direction of the Vice President of Public Relations, Communications and Marketing, the Marketing and Communications Department continues to make a concerted effort to include a wide array of students in its key collateral. Moreover, the team uses current students and alumni as models for its print, online and broadcast advertising platforms. Marketing and Communications has also continued to utilize bi-lingual ads whenever possible and created a stand-alone Spanish and English combined webpage to connect with both students and parents. The team also advertises its content via social media and diverse newspapers, radio, and television stations. Regarding the college's website, the web team incorporates various students to showcase the breadth and depth of its student voices, stories, and key stakeholders.

IV. Climate Assessment

A. DEI ASSESSMENT

In 2022, the Kaleidoscope Group conducted a DEI assessment across different workstreams and organizational areas at College of DuPage that included a people practices review, workplace inclusion survey, employee focus groups, student policy review and student feedback sessions.

The assessment process included a comprehensive review of more than twenty-five human resources and business documents. Additionally, seven interviews were conducted with HR stakeholders, and fifteen student policy documents were thoroughly examined. Additional input was gathered through five interviews with key student stakeholders. An extensive 1,119 employee surveys were gathered and over 602 employee comments were submitted. Furthermore, sixteen focus groups with active participation of over 100 individuals were conducted to gather in-depth qualitative data. Two student feedback sessions were also conducted that involved 82 student participants.

Figure 13
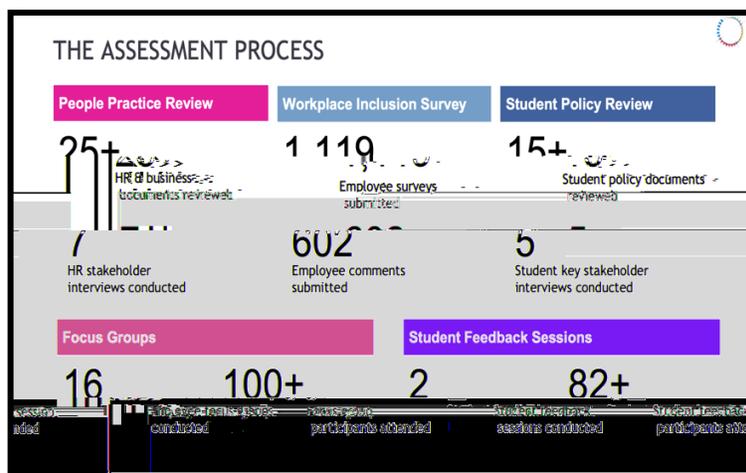
To promote dialogue and understanding of the report, the President and Chief Organizational Culture Officer presented the report to key stakeholders across the College of DuPage that included employees from all departments at COD. Furthermore, the Chief Organizational Officer held ideation/listening sessions in-person and over Zoom, *Coffee and Community Conversations*, for employees wishing to discuss the report, ask questions, or offer input. A video of Chief Organizational Culture Officer presenting the report was also provided for all employees. Chief Organizational Culture Officer also met with student groups to gather student input and discuss the DEIB Plan.

In addition to this assessment, HR and Chief Organizational Culture Officer contributed questions around DEIB to the PACE survey to consistently collect data on some of the identified themes gathered from the report. The College administers the PACE survey once every three years. The last survey was administered in 2021, and the current was administered on March 19, 2024. We anticipate we will have the results back from the staff and student surveys by August. Student Satisfaction and Engagement surveys are also administered every three years.

B. KEY FINDINGS

Key findings include a need for more diverse representation; hiring and retention of diverse employees; promotion of equitable policies and procedures including compensation; inclusive practices and fostering a collective goal around student success; better communication of resources for students; opportunities around employee engagement and voice; effective and efficacious communication; and accountability and investment. The five strategies created for the DEIB Plan address the needs outlined in the study.

Institutional Strategies Based on Key Findings

The first strategy is continuing professional development for all faculty and staff around diversity, equity, inclusion and belonging. The College is committed to providing the education necessary to build cultural competence along a continuum of learning opportunities to help shape a deeper understanding of ourselves as employees of the College and our interactions with others. The College will continue to help develop skills in our employees that help prepare students to live and work in an increasingly diverse society. We aim to guide

employees in understanding the concepts and importance of diversity, equity, inclusion and belonging as it relates to equity gaps that exist on our campus and the steps they can take to diminish those gaps through education.

The second strategy is regarding recruitment and hiring of employees. The College will, through an equity lens, identify and adopt policies and practices that will strive to increase staff and faculty demographics that are reflective of the diversity of the student body (with appropriate consideration of candidate qualifications). Research has shown the more a student can see themselves in the administration of their institution the greater their sense of belonging and confidence in seeking the support they may need.

The **third strategy** is continuing and enhancing support systems for underserved students to promote success. This includes the continued enhancement and cohesion of the existing Latino Outreach Center and the Center for Student Diversity and inclusion, which includes a focus on students with low socio-economic backgrounds. The resulting center will provide services and support not only for these three populations but for all students seeking to build a sense of belonging and access to all higher education has to offer.

The fourth strategy is regarding creating an inclusive culture to foster a sense of belonging among employees and students and encourage the expression of diverse perspectives. The College will promote belonging and engagement across the entire campus community to contribute to both student and employee success. Research shows that a student's sense of belonging can improve academic outcomes, increase continuing enrollment, and is protective for mental health (Goplan & Brady, 2019). Benefits of fostering belonging also impacts employees. For employees, belonging contributes to 50% lower turnover risk, 75% fewer sick days uses, and 56% increase in job performance (Carr et al., 2021).

The fifth strategy is to strive towards continuous improvement, increase innovation, communication, and ownership for One COD success**.** One COD is an initiative spearheaded by the Chief Organizational Officer intended to implement DEIB best practices across the College. The College will seek to foster a culture of continuous learning by encouraging employees to stay informed about current DEIB issues and best practices and acknowledge and reward individuals and teams for their contributions to DEIB effort

Evaluation
The College is well-positioned with talent, commitment, and technology to conduct thorough monitoring and analysis of the equity strategies and efforts. A significant investment has been made over several years in state-of-the-art technology to put information at the fingertips of more employees than ever before. It will provide the opportunity to know when initiatives are not being effective and when to scale proven practice. An evaluation of the targeted student populations will be conducted promptly.

V. Policies, Strategies, Services, & Practices

A. CHANGES TO BE IMPLEMENTED

Table 1

Strategies	Actions	Outcomes	
		Short	**Long**
1. Continue professional development for all faculty and staff around diversity, equity, inclusion and belonging	1. Offer monthly workshop sessions on DEIB topics (throughout school year) 2. Collaborate with other professional development opportunities to add DEIB lens.	1 - Improved relationships across teams 2 - Increased commitment to COD 3 - Increased awareness of DEIB at COD	1 - Improved faculty & staff belonging 2 - Improved faculty & staff engagement 3- Improved relationships with students and employees.
2. Increase inclusivity and equity in recruitment, hiring, retention, and advancement by increasing internal capability and updating policies and practices	1.Review existing employee recognition practice and update as needed 2.Conducting of a Compensation Study that will ensure current and sustainable pay equity. 3.Offering a comprehensive benefits package that emphasizes a culture of total rewards, building inclusivity of all employees in our benefits offerings. 4.Future creation of a Peer Associate program that will ensure immersion of new employees into a culture that emphasizes DEIB efforts. 5.Creation of internal promotion mechanisms that allow current employees to move both vertically and horizontally across the organization. 6.Creation and revision of position descriptions that help to ensure that diverse and robust applicant pools are built.	1- Increased diversity of job applications 2 - Increased equity through the recruiting funnel	1 - Increased faculty and staff representation to increase positive impact on student achievement and sense of belonging.

	7. Learning & Development sessions for all search committee members and hiring supervisors that address unconscious bias as well as other best practices in the talent acquisition process. 8.Targeted sourcing and advertising of COD position announcements to help ensure diverse and robust applicant pools. 9.Creation of yield ratio tracking for open positions throughout the entire talent acquisition cycle.		
3. Continue and enhance academic and student support systems for underserved students to promote success	1. Assess and update as needed the current college recruitment and onboarding practices, programs, and services that may pose as barriers for underrepresented and underserved students. 2. Educate community partners and organizations on addressing barriers to entry and onboarding for underrepresented and underserved students. 3. Use of Course Completion Rates (CCR) and Student Success Rates (SSR) by faculty at the discipline level 4.Examining this course data to look for large variances in student success in particular courses to launch discussions about possible course wide initiatives to increase student success 5. Expansion of first year experience tools: New Student Orientation, College 1100, COD Connects 6. Disaggregation of this data to look for equity gaps and plan specific targeted supports or initiatives	1 - Improved feelings of recognition 2 - Increased communications scores.	1 - Improved student belonging 2 - Improved student engagement 3-Increased inclusion and belonging scores for students. 4-Increased retention and persistence. 5-Increased usage of support tools (like financial aid, advising, etc.)

	7.Intercultural Hub 8. Zero textbook cost course offerings 9.Increase awareness of financial assistance opportunities, resources, and support tools. 10. Mandatory onboarding of all supports for ILEA demographics for the student population identified by applications and other identifiable material.		
4.Create an inclusive culture to foster a sense of belonging among employees and students and encourage the expression of diverse perspectives	1.Conduct quarterly meetings with key stakeholders (such as ILEA, etc.) to provide real-time coaching on DEIB matters two. Expand ILEA Core team to include different stakeholders from across COD 3. Continue to build a catalog and referral system to connect employees and students with desired areas/DEIB Landing Page	1 - Increased communications scores	1 - Improved faculty & staff belonging 2 - Improved faculty & staff engagement 3 - Improved student belonging 4 - Improved student engagement
5. Increase ownership and commitment to One COD and DEIB success at all levels	1. Streamline DEIB terminology across communication channels 2. Encourage employees to stay informed about current DEIB issues and best practices 3.Create an inclusive workplace culture to foster a sense of belonging among employees and encourage the expression of diverse perspectives and ideas by providing regular opportunities for open dialogue during employee drop-in sessions throughout the year. 4. Develop quarterly updates to the college community to share progress in achieving DEIB goals/milestones.	1 - Improved feelings of recognition 2 - Increased communications scores 3 - Increased diversity of job applications"	1 - Improved faculty & staff belonging 2 - Improved faculty & staff engagement 3 - Increased faculty & staff representation

	5. Implement communications tools to convey the importance of data to guide decision making and advance DEIB initiatives intertwined with student success. 6. Utilize integrated communications plan to support a ribbon cutting/grand opening of the new Intercultural Hub and long-term purpose of the Hub.	

B. TIMELINE FOR IMPLEMENTATION

In FY25, the team aims to establish goals and milestones for FY26. Given the impending leadership transition, with an interim President preceding a more permanent hire, we have delayed setting these targets until the new leadership is in place. Nonetheless, our strategies provide a framework for the equity plan. The ongoing initiatives outlined in the plan will persist throughout FY25.

Table 2

Strategies	Actions	Timeline
1. Continue professional development for all faculty and staff around diversity, equity, inclusion and belonging	1. Offer monthly workshop sessions on DEIB topics (throughout school year) 2. Collaborate with other professional development opportunities to add DEIB lens.	1-2yrs 1-2yrs
2. Increase inclusivity and equity in recruitment, hiring, retention, and advancement by increasing internal capability and updating policies and practices	1.Review existing employee recognition practice and update as needed 2.Conducting of a Compensation Study that will ensure current and sustainable pay equity. 3.Offering a comprehensive benefits package that emphasizes a culture of total rewards, building inclusivity of all employees in our benefits offerings. 4.Future creation of a Peer Associate program that will ensure immersion of new employees into a culture that emphasizes DEIB efforts. 5.Creation of internal promotion mechanisms that allow current employees to move both vertically and horizontally across the organization. 6.Creation and revision of position descriptions that help to ensure that diverse and robust applicant pools are built.	1-2 yrs. 1-2yrs. 2-3yrs. 2-3yrs 2-3yrs 1-2yrs.

	7. Learning & Development sessions for all search committee members and hiring supervisors that address unconscious bias as well as other best practices in the talent acquisition process.	1-2yrs.
	8.Targeted sourcing and advertising of COD position announcements to help ensure diverse and robust applicant pools.	2-3yrs.
	9.Creation of yield ratio tracking for open positions throughout the entire talent acquisition cycle.	2-3yrs.
3. Continue and enhance academic and student support systems for underserved students to promote success	1. Assess and update as needed the current college recruitment and onboarding practices, programs, and services that may pose as barriers for underrepresented and underserved students.	1-2yrs.
	2. Educate community partners and organizations on addressing barriers to entry and onboarding for underrepresented and underserved students.	1-2yrs
	3. Use of Course Completion Rates (CCR) and Student Success Rates (SSR) by faculty at the discipline level	1-2yrs
	4.Examining this course data to look for large variances in student success in particular courses to launch discussions about possible course wide initiatives to increase student success	1-2yrs
	5. Expansion of first year experience tools: New Student Orientation, College 1100, COD Connects	1-2yrs
	6. Disaggregation of this data to look for equity gaps and plan specific targeted supports or initiatives	1-2yrs
	7.Intercultural Hub	1-2yrs
	8. Zero textbook cost course offerings	1-2yrs
	9. Increase awareness of financial assistance opportunities, resources, and support tools.	1-2yrs
	10. Mandatory onboarding of all supports for ILEA demographics for the student population identified by applications and other identifiable material.	1-2yrs
4.Create an inclusive culture to foster a sense of belonging among employees and students and encourage the expression of diverse perspectives	1.Conduct quarterly meetings with key stakeholders (such as ILEA, RISE etc.) to provide real-time coaching on DEIB matters	1-2yrs
	2.Include more stakeholder voices in DEIB planning	1-2yrs
	3. Continue to build a catalog and referral system to connect employees and students with desired areas/DEIB Landing Page	1-2yrs
5. Increase	1. Streamline DEIB terminology across communication channels.	1-2yrs.

ownership and commitment to One COD and DEIB success at all levels	2. Encourage employees to stay informed about current DEIB issues and best practices	1-2yrs.
	3.Create an inclusive workplace culture to foster a sense of belonging among employees and encourage the expression of diverse perspectives and ideas by providing regular opportunities for open dialogue during employee drop-in sessions throughout the year.	1-2yrs.
	4. Develop quarterly updates to the college community to share progress in achieving DEIB goals/milestones.	1-2yrs.
	5. Implement communications tools to convey the importance of data to guide decision making and advance DEIB initiatives intertwined with student success.	1-2yrs
	6. Utilize integrated communications plan to support a ribbon cutting/grand opening of the new Intercultural Hub and long-term purpose of the Hub.	1-2yrs

C. APPROACHES TO ASSESS NEAR-TERM AND LONG-TERM OUTCOMES OF THE STRATEGIES

Table 3

Strategies	Metrics
1. Continue professional development for all faculty and staff around diversity, equity, inclusion and belonging	• Number of employees trained • Increase in DEIB related PD Hours • Employee satisfaction scores/pre and post surveys
2. Increase inclusivity and equity in recruitment, hiring, retention, and advancement by increasing internal capability and updating policies and practices	• Increase in diverse applicant pool • Diverse representation in final candidate pool for hiring • Employee satisfaction rates in equity and inclusivity efforts for recruitment and hiring • Retention rates for diverse faculty and staff
3. Continue and enhance academic and student support systems for underserved students to promote success.	• College-level credit accumulation for underserved students • Retention rates for underserved students • Graduation rates for underserved students • Student satisfaction scores
4. Create an inclusive culture to foster a sense of belonging among employees and students and encourage the expression of diverse perspectives.	• Employee and student engagement survey scores related to feelings of belonging and inclusion. • Participation rates in activities to promote inclusion and belonging.
5. Increase ownership and commitment to One COD and DEIB success at all levels.	• Feedback scores on effectiveness of communication and engagement of DEIB initiatives.

D. DEVELOPMENT OF EQUITY PLAN

Employees from across all constituency groups have been involved in various diversity, equity, inclusion and belonging initiatives throughout the College over many years. Under the direction of the Chief Organizational Culture Officer, the most recent structure includes an expanded ILEA Team that includes an ILEA Core Team and RISE (Respect, Inclusion, Support and Equity) Team.

We sought to include a diverse group of employees from across the College to ensure proper representation in departments and demographics. In the process of the plan being written, meetings among team members and other college stakeholders are being held. Information regarding the formation of the plan and the climate assessment report is being communicated consistently through information sessions, a video for employees, and meetings with different constituency groups across the College.

Student voices were also sought in the formation of this plan. Chief Organizational Culture Officer met with the Student Leadership Council, Black Student Association, and Latinos Unidad. Informative sessions were also held for student and/employee attendance.

ILEA TEAM

Name	Title
Dr. Brian Caputo	President
Dr. Mark Curtis-Chávez	Provost
Dr. Bill Dial	Vice President of Human Resources
Dr. Diana Del Rosario	Assistant Provost, Student Affairs
Tauya Forst	Professor of Criminal Justice Studies
Dr. David Goldberg	Professor of Political Science
Lubna Haque	Professor of Chemistry
James Kostecki	Director of Research and Analytics
Dr. Jorge Nieto	Associate Vice President for Assessment and Student Success
Wendy E. Parks	Vice President of Public Relations, Communications and Marketing
Dr. Nevien Shaabneh	Chief Organizational Culture Officer
Dr. Lisa Stock	Associate Vice President, Academic Affairs
Keith Tyrka	Vice President for Planning, Performance and Technology

Respect, Inclusion, Support, Equity (R.I.S.E) TEAM

Name	Title
Keith Allen	Adjunct Faculty, Professor of Magnetic Resonance Imagery
Elizabeth Gomez de la Casa	Manager of Intercultural and Latino Student Initiatives
Yannieliss Gonzalez	Administrative Assistant
Kristina Henderson	Coordinator Student Life
Samantha Salvato	Manager for Access and Accommodations
David Swope	Manager of Student Diversity and Inclusion
Jonathan Powell	Student Accounts Supervisor, Accounts Receivable

E. ALIGNMENT OF DEIB PLAN WITH COLLEGE'S STRATEGIC LONG-RANGE PLAN

The College of DuPage's Strategic Long-Range Plan encompasses four pivotal goals. The DEIB Plan aligns with the College's vision, mission, goals, and values in that it seeks to foster an institutional culture where all students feel welcomed, respected, and supported; create an equitable and inclusive community and improve livability through the arts; cultivate equity and inclusion principles and practices into economic development activities; integrate practices for workforce equity and inclusion and define and implement a culture of service excellence and collaboration. Each objective within the Strategic Long-Range Plan underscores the importance of equity in advancing the College's mission to educate, enrich, and empower our communities for success. The DEIB Plan serves as a comprehensive roadmap for success that aligns with the College of DuPage's Strategic Long-Range Plan.
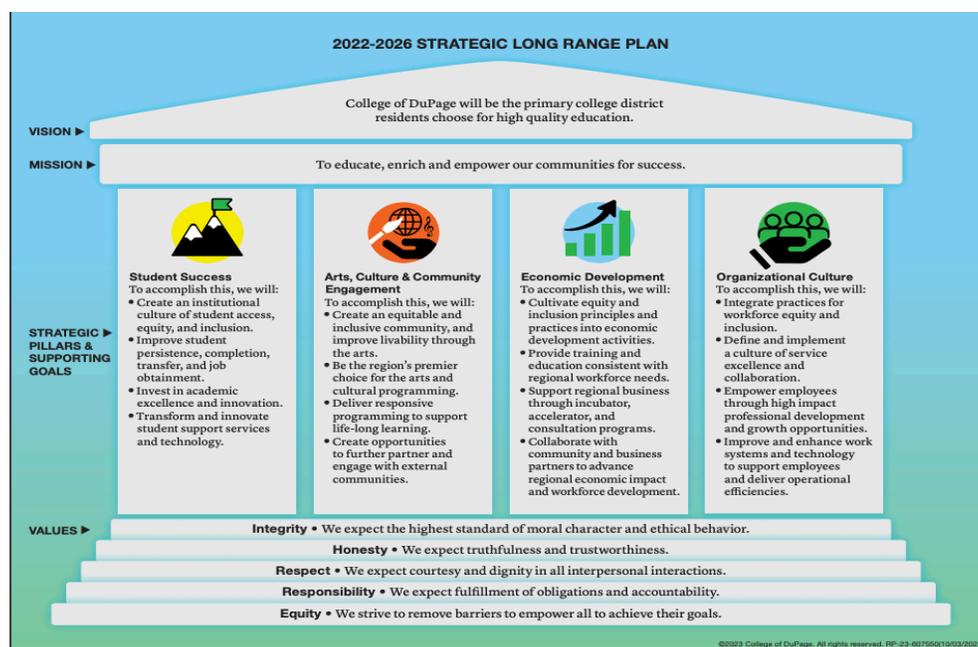
F. FEEDBACK ON DEIB PLAN

The current DEIB Plan will be accessible on the Diversity, Equity, Inclusion, and Belonging page. In addition to the webpage, an internal Diversity, Equity, Inclusion, and Belonging Team site page was created accessible to all employees. The page is part of the intranet and is not public facing. The revised DEIB Plan will also be accessible to all COD employees through this page.

The plan will be presented at the Board of Education meeting on May 16, 2024. Furthermore, the ILEA Team is comprised of stakeholders from across the College who serve as ambassadors for their respective departments. This is another mode of communication that allows for two-way communication between the ILEA Team and the stakeholders across the College.

Chief Organizational Culture officer and President met with student groups such as the Student Leadership Council, Black Student Association, Latinos Unidos to partake in discussions related to the climate assessment, educational equity, and the needs of students.

For FY 25, and in conjunction with a host of key internal and external stakeholders, the Marketing and Communications Department leadership team will execute a host of tactics to ensure the best-in-class strategies are utilized to communicate the vital components of this equity plan. This includes, but is not limited to, the following:

- Strategic communications via the college's internal communications platform
- Social media updates on the college's social media platforms
- Press releases to targeted audiences
- Videos to share with various constituency groups
- Community outreach to organizations and legislative groups
- Create student, employee, and community lunches regarding the report
- Develop ambassadors to further discuss the plan and its implementation
- Facilitate events with guest speakers and subject-matter experts to talk up the report