

**February 10, 2021**

*amended September 2021*

**AU'S PLAN FOR  
INCLUSIVE  
EXCELLENCE**

**PHASE  
2**

**AMERICAN  
UNIVERSITY**  
 **WASHINGTON, DC**

# AU Plan for Inclusive Excellence—Phase Two

<b>GOAL 1 Learning, Curriculum, and Professional Development</b>				
AU faculty, staff, students, alumni leadership, administrators, and Board of Trustees will demonstrate cultural competence and racial literacy by building critical knowledge and skills to use inclusive and antiracist practices.				
AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 1:</b> Build university leaders' and senior administrators' knowledge and skills to exercise intercultural competence to lead for equity.				
Train all university leaders and senior administrators (Cabinet, President's Council, Senior Administrative Council) on intercultural competence and racial literacy for equitable decision-making.			VP of Campus Life and IE, AVP of DEI	President
Implement educational programming for Board of Trustees on structural racism and its continuing effects within higher education and the university.			VP of Campus Life and IE, BOT DEI Committee	Board of Trustees
<b>Action Step 2:</b> Support all faculty in using inclusive and antiracist teaching strategies to enhance classroom climate.				
Develop AU Inclusive Pedagogy Academy for all AU faculty	Launch AU Inclusive Pedagogy Academy		CTRL	Provost
Launch inclusive teaching training modules for graduate teaching assistants and graduate adjunct instructors.			Office of Graduate Studies, CTRL	Provost
<b>Action Step 3:</b> Build staff and faculty administrators' knowledge and skills to use inclusive practices in their daily work.				
Include DEI training in new staff orientation.			HR, AU Connects	VP of People and External Relations
	Develop and launch recurring inclusive hiring training for senior leadership, staff managers, and faculty search committee chairs.		HR, Deputy Provost	VP of People and External Relations, Provost

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
Launch program to support department chairs, program directors, and division directors in building inclusive department climates.	Support department chairs, program directors, and committee members in effectively reviewing teaching portfolios for evidence of inclusive pedagogy.	Support department chairs, program directors, and division directors in developing and implementing departmental DEI action plans.	Deputy Provost, CTRL, Deans, & HR	Provost
Build and implement an enhanced training plan for all AU Police Department officers on implicit bias, fair and equitable policing, and racial profiling.			AVP of University Police, AVP of DEI	Chief Financial Officer
Incorporate DEI principles into all HR manager trainings on performance feedback and ratings.			HR, in partnership with AVP of DEI	VP of People and External Relations
<b>Action Step 4:</b> Increase AU students' knowledge and awareness of impacts of systems of power, oppression, and liberation, as well as BIPOC history, excellence, and resistance. Build students' capacity to critically engage and learn from diverse perspectives, and skills to use inclusive practices to lead for change.				
Engage all incoming undergraduate students in robust discussions of community values of inclusion and free expression on campus.	Expand to incoming graduate students.	OCL, Project on Civil Discourse, UEAS, OGS	VP of Campus Life and IE	
Continue to offer the mandatory AU Experience (AUx1 and AUx2) courses. Launch AUx Student Advisory Board. Continue to incorporate antiracist pedagogy and practices throughout AUx.			UEAS	Provost
Review AU's Diversity and Equity (DIV) courses to increase breadth across fields and disciplines.	Build comprehensive assessment plan for AUx and DIV learning outcomes.	Associate Deans, faculty, OIRA, AU Core, Faculty Senate	Provost	
Pilot antiracist curricular development project in at least three schools and colleges, with student input.	Implement antiracist curricular development project in remaining schools and colleges, with student input.	Deputy Provost, Deans	Provost	
<b>Action Step 5:</b> Engage alumni leaders in campuswide efforts to build knowledge and skills to foster diversity, equity, and inclusion.				
Build alumni leaders' knowledge and skills to reflect inclusive practices in their volunteer outreach, recruitment, and programming.		DAR, AVP of DEI	VP of Development	

## GOAL 2 Campus Culture, Climate, and Community

We will develop an inclusive campus climate and culture where all students, alumni, faculty, and staff feel welcome and have a sense of belonging and community while their overall well-being is supported through respectful, meaningful, and engaged relationships with each other.

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 1:</b> Increase student sense of belonging at AU, especially among students who feel least included at AU, with an emphasis on Black students whose sense of belonging is the lowest among all groups.				
Create intentional opportunities to build community, affirm identities, and foster greater sense of belonging for Black students through a series of initiatives: programs, retreats, and affinity housing.			AVP Student Engagement, in partnership with students and Academic Affairs	VP of Campus Life and IE
Continue strategic partnership with Excelencia in Education to develop a systematic, focused, and data-driven institutional strategy to support Latinx student success from recruitment to alumni.			AVP Student Engagement, Academic Affairs	VP of Campus Life and IE
Build conditions for transgender students to thrive at AU, including advancing infrastructure and policy, enhancing support structures, and promoting inclusive practices.			AVP Student Engagement, AVP Campus Life, in partnership with students	VP of Campus Life and IE
Identify and create opportunities to build visibility among Asian American and API students.			AVP Student Engagement, in partnership with students	VP of Campus Life and IE
Build opportunities to advance community and sense of belonging among students with disabilities, including neurodiverse students.			AVP Student Engagement, UEAS in partnership with students	VP of Campus Life and IE
	Build conditions for international students to thrive at AU and beyond, including institutional support and advocacy for key relevant policy issues.		OCL, Academic Affairs, in partnership with students	VP of Campus Life and IE

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
Strengthen data collection to better understand students' perspectives of how their religious affiliations and identities shape their sense of belonging.	Deepen the impact of existing initiatives, including those for Jewish and Muslim students, and expand support for currently underserved identities, including the establishment of a Dharmic space in Kay Spiritual Life Center for Hindu, Sikh, and Jain communities, and the intentional cultivation of community among multi-ethnic Protestant Christian students.		Kay Spiritual Life Center	VP of Campus Life and IE
<b>Action Step 2:</b> Increase staff sense of belonging and thriving, especially for staff who feel the least included at AU, including BIPOC staff, younger staff, and staff in the lower pay bands.				
	Develop and propose a pilot program to intentionally recognize staff engaged in equity-related work that advances university strategic priorities.	Consider how to incorporate this work into individual staff members' PMP goals.	Staff Council, in partnership with Faculty-Staff Affinity Groups, PCDI, and HR reps	VP of People and External Relations
Increase access to diverse mental and behavioral health resources for faculty and staff, with attention to racial trauma.			HR	VP of People and External Relations
Continue to provide financial and programmatic support for formal mentoring and affinity-based groups.	Connect faculty-staff affinity groups with existing alumni and student affinity organizations to build collaboration and increase impact.		HR, in partnership with OCL and DAR	VP of People and External Relations
<b>Action Step 3:</b> Increase faculty sense of belonging and thriving, especially for Latinx, Black, and term faculty, who feel least included at AU.				
Continue efforts to increase sense of belonging and professional advancement among term faculty.			Associate Deputy Provost, in partnership with term faculty and Deans	Provost

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
Develop an action plan to enhance sense of belonging among Black, Latinx, and Indigenous faculty, addressing disproportionate service burden and sense of isolation and enhancing scholarly networks.			Office of the Provost, in partnership with Black and Latinx faculty	Provost
<b>Action Step 4:</b> Enhance culture of collaboration and innovation around DEI work among faculty, staff, students, and alumni across roles, departments, and student organizations.				
Continue to provide small collaborative IE mini grants that develop innovative programs and positively impact campus climate.	Identify promising ideas to be institutionalized, and pilot larger-scale awards to incubate higher-impact and longer-term projects.		PCDI	VP of Campus Life and IE
<b>Action Step 5:</b> Invest in broadening connections and sense of belonging among multicultural alumni and other affinity groups and networks, including Pride, Latino, Black, Asian American and Pacific Islander, AU Veterans, and AU Women's Network.				
	Assess current alumni affinity engagement strategies to ensure strategic alignment and identify emerging opportunities.	Develop a set of appropriate metrics to evaluate impact of alumni affinity strategy.	DAR	VP of Development and Alumni Relations

## GOAL 3 Policies, Procedures, and Practices

AU's policies, procedures, and practices will promote diversity, inclusion, transparency, and accountability.

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 1:</b> Ensure existing and new university policies and procedures advance equity and accountability.				
Complete revisions to units' tenure and promotion guidelines, while working to analyze and correct any misalignment of these guidelines with both the norms of antiracist work and the recommendations of the Beyond SETs Task Force.			Deans, Faculty Senate and Committee on Faculty Actions	Provost
	Ensure the process of faculty evaluation reflects faculty engagement with meaningful diversity and inclusion efforts and activities in service, teaching, and research.		Deputy Provost, Deans, and faculty	Provost
Complete a review of relevant policies for potential disparate impact and treatment on faculty of different identities.		Build a plan to remediate policies as needed to advance equity.	Office of the Provost, in collaboration with the AU ADVANCE grant team	Provost
Create a central office to coordinate bias response, Title IX, EEOC, and disability grievances to streamline AU processes and ensure consistency.			AVP of Equity and Title IX, in collaboration with OCL, HR, Provost, OGC	VP of People and External Relations
Develop restorative practices and response options to bias incidents and conflict when appropriate. Enhance role of associate dean of faculty to serve as a resource for student instructional concerns related to bias that do not rise to the level of formal grievance.			OCL, AVP of DEI, AVP of Equity and Title IX, ADOF	VP of Campus Life and IE, Provost, VP of People and External Relations

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
Complete development and implementation of name and gender identity policy for student systems.	Expand policy to faculty and staff systems.	Expand policy to alumni systems.	OCL, Registrar, OIT, HR, DAR	VP of Campus Life and IE
	Support minority, women-owned, and sustainable businesses in selecting AU vendors. Where possible, emphasis should also be on veteran-owned and local businesses.		Office of Procurement and Contracts	Chief Financial Officer
<b>Action Step 2:</b> Enhance governance, monitoring, and accountability efforts to ensure progress on IE Plan goals.				
Create governance structure and accountabilities to ensure institutional progress against IE Plan goals.			VP of Campus Life and IE, VP of People and External Relations, Provost	President
Develop a Board of Trustees governance action plan, for approval by the board, including active oversight of the university's progress against the Inclusive Excellence Plan, as well as regular review and audit of activities, policies, practices, and metrics.			BOT DEI Committee	Board of Trustees
Produce and share a data-informed annual internal monitoring report reflecting AU community perspectives on progress against the IE Plan goals and recommendations for action.			PCDI	Cabinet
Build and launch a dashboard to display IE-related data and metrics over time to track progress and identify trends.			OIT, OCL, OIRA, HR, AVP of DEI	Chief Information Officer, VP of Campus Life and IE
<b>Action Step 3:</b> Increase accessibility on campus.				
Develop and communicate captioning policy for all university events; continue routine web accessibility scans to remediate issues.			ASAC, UCM, OIT, OCL, UGS	Chief Communication Officer



AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
	Update single stall restroom signage to reflect values of gender inclusivity and accessibility.		OPPM, in partnership with academic units	Chief Financial Officer
	Develop a systematic approach to creating sustainable and uniformly accessible exterior pathways.		OPPM in collaboration with OCL, ASAC, FM	Chief Financial Officer
<b>Action Step 4:</b> Ensure all policies and programs intentionally advance student success and thriving, with a particular emphasis on racial equity.				
	Evaluate academic policies or programs to advance equitable outcomes for students, including courses with high DFW rates, academic integrity code violations, probation and dismissal policy and appeals process, and correct as needed.		OCL, UEAS, academic advisors, in collaboration with students	VP of Campus Life and IE, Provost
<b>Action Step 5:</b> Ensure all leaders and managers are accountable for using inclusive practices for equity.				
	Build PMP competencies that measure inclusive leadership and inclusive management behaviors.	Assess leaders and managers.	Human Resources	VP of People and External Relations

## GOAL 4 Access and Equity

We will recruit, retain, and recognize a diverse body of AU students, faculty, staff, administrators, and Board members by increasing access and advancing inclusion for equitable outcomes, with a specific focus on racial equity.

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 1:</b> Continue to focus on affordability and access to AU for students who have been historically underrepresented.				
Continue to meet the full demonstrated financial need for all eligible undergraduate students.			Office of Enrollment	Provost
Continue to leverage financial aid funds to enhance student experience and increase retention, especially for students with high levels of demonstrated financial need, including the Enrichment Fund, AU student support fund, the Eagle Internship Fund.			Office of Enrollment	Provost
Continue to enhance culturally responsive student recruitment strategies by continuing to partner with organizations focused on education access for BIPOC and low-income students.			Office of Undergraduate Admissions	Provost
Build and strengthen existing partnerships with HBCU and HSI partners, with a specific emphasis on AU's graduate programs. Develop a fundraising plan in support of these partnerships.			Office of Graduate Studies, in partnership with DAR	Provost
<b>Action Step 2:</b> Solidify and sustain our commitment to DC by advancing educational access and equity for local students and families.				
Continue to support and ensure high quality implementation of the AU District Scholars Award.			Office of Enrollment	Provost
Continue to develop the Dual Enrollment and Teacher Pipeline program with DC Public Schools, and leverage alumni connections to support this work.			School of Education, in partnership with DAR	Provost
Continue to enhance reach and impact of AU's longstanding DC Reads program.			Center for Community Engagement	VP of Campus Life and IE

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 3:</b> Enhance student success by addressing physical and emotional well-being of students through enhanced culturally responsive education and prevention interventions, with particular emphasis on mental health and health promotion.				
Increase access to campus mental health supports by adding capacity while maintaining strong positive outcomes.			AVP of Campus Life, Counseling Center	VP of Campus Life and IE
Communicate more effectively about counseling center usage and outcomes, using an equity framework, and build community understanding of strong cultural competency standards required for accreditation.			AVP of Campus Life, OCL Director of Communication	VP of Campus Life and IE
Use the relevant portions of the Steve Fund Equity in Mental Health framework to advance mental health and emotional well-being, especially for students of color and students with other marginalized identities.			AVP of Campus Life, Counseling Center	VP of Campus Life and IE
Build a more comprehensive approach to combatting food insecurity among students, including meal swipe partnerships with AU's food service provider and education regarding SNAP benefits for eligible students.			AVP of Student Engagement	VP of Campus Life and IE
Develop increased/enhanced physical space that encourages activities that positively impact student physical and emotional well-being.			Department of Athletics and Recreation, OCL	Director of Athletics, VP of Campus Life and IE
<b>Action Step 4:</b> Continue efforts to diversify faculty hiring and retention, especially for those from historically underrepresented groups, to advance excellence in intellectual engagement, scholarship, and research.				
	Implement the actions in the AU ADVANCE grant to increase women and faculty of color in STEM fields at AU.		Office of the Provost, with AU ADVANCE grant team	Provost
	Facilitate the use of cluster hires and "target of opportunity" hires to recruit and retain top scholars of color.		Office of the Provost, in partnership with Deans	Provost
	Leverage existing faculty fellows, named chairs, and postdoctoral programs to enhance hiring of top faculty of color.			Provost

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
As part of the campaign, establish named faculty chairs in furtherance of antiracism and inclusive excellence efforts.			Deans, in partnership with faculty and DAR	Provost, VP of Development and Alumni Relations
Continue to implement and improve policies that increase professional advancement for term faculty. Build understanding of the multiyear reappointment process and, as feasible within budgetary constraints, maximize notice of contract renewal.			Office of the Provost, in partnership with Deans	Provost
Develop strategies to further broaden fundraising pipelines in support of academic units and centers and to augment hiring and retention of historically underrepresented faculty.			DAR, Deans	VP of Development and Alumni Relations, Provost
<b>Action Step 5:</b> Enhance equity and career paths for AU staff.				
	Complete job architecture study, including a review of all staff job descriptions, to make job titles and duties more consistent. Using the study information, provide information to staff at all levels on potential career paths, to make career paths clearer and more transparent.		HR	VP of People and External Relations
<b>Action Step 6:</b> Enhance diversity among university leadership (senior administrators and Board of Trustees).				
Work with the Trusteeship Committee to assess the board's makeup and advocate for balance in its overall diversity and leadership.			BOT Trusteeship Committee	Chair of the Board
Implement inclusive hiring practices for all senior leadership searches.			Provost, Vice Presidents, President	Provost, Vice Presidents, President

## GOAL 5 Research, Scholarship, and Creative Work

We will foster, support, and promote scholarship, research, and creative works that attend to diversity, equity, and inclusion, whether in intellectual content, theoretical frameworks, processes and methodology, analyses of data, participation of research teams and subjects, or engagement with the wider public.

AY 20-21	AY 21-22	AY 22-23	RESPONSIBLE	ACCOUNTABLE
<b>Action Step 1:</b> Incentivize faculty engagement in DEI in research methods, process, dissemination, and/or content.				
Develop and launch a competitive small grants program for collaborative pilot research projects focused on questions of diversity, equity, and inclusion that support AU's campus climate.			PCDI	VP of Campus Life and IE
<b>Action Step 2:</b> Recognize faculty engagement in DEI in research methods, process, dissemination and/or content.				
Build and promote AU faculty experts guide for research underway in the areas of diversity, equity, and inclusion.			UCM in partnership with Deans	Chief Communication Officer
<b>Action Step 3:</b> Continue to develop and support the work of research entities that are dedicated to addressing social equity.				
Support the Antiracist Research and Policy Center in hiring an executive director and providing sufficient staffing and funding to support the center's mission.	Support ARPC in serving as a producer of antiracist research and a clearinghouse for antiracist work across AU's schools and colleges.		Provost, Deans	Provost
Support faculty in increasing the number and type of external grants and other sponsorship of research efforts in the area of social equity.			Vice Provost for Research	Provost
Ensure all campuswide centers embrace diversity, equity, and inclusion in their ongoing operations and hiring practices.			Vice Provost for Research, in partnership with faculty	Provost

# IE Plan Metrics

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## GOAL 1 Learning, Curriculum, and Professional Development

- 80 percent of senior administration, faculty, staff, student and alumni leaders feel that they learned something in their IE training they can use to be more inclusive in their everyday work (as measured by post-training surveys) (Baseline: 77 percent)
- 70 percent of staff and faculty feel that they have the skills to enact inclusive excellence in practice (as measured on staff/faculty climate survey) (Baseline: 55 percent staff, 52 percent faculty)
- AU senior leadership will increase their collective intercultural competence (as measured on the Intercultural Development Inventory) (Baseline: “minimization” orientation to “acceptance”)
- Build equity-focused assessment plan for AU Experience courses (AUx1 and AUx2) and DIV courses

## GOAL 2 Campus Culture, Climate and Community

- At least 70 percent of students, faculty, and staff feel that AU is committed to creating a campus where everyone has a sense of belonging (Baseline: 58 percent of undergraduate students, 74 percent of graduate students, 59 percent of faculty, 59 percent of staff)
- Increase by 10 percent the sense among Black and African American undergraduate students that AU is committed to creating a campus where everyone has a sense of belonging (Baseline: 44 percent of Black and African American undergraduate students compared to 58 percent of all undergraduates)
- Increase by 10 percent the sense among Latinx faculty that AU is committed to creating a campus where everyone has a sense of belonging (Baseline: 25 percent of Latinx faculty compared to 59 percent of all faculty)
- At least 70 percent of all students report that their professors and other students care about them (Baseline: 59 percent of all undergraduate students report that their professors care about them; 63 percent report that other students care about them)
- Increase by 15 percent Black and African American undergraduate students who report that their professors and fellow students care about them (Baseline: 39 percent of Black and African American undergraduates feel professors care about them compared to 59 percent of all undergraduates; Baseline: 43 percent of Black and African American undergraduates feel other students care about them compared to 71 percent of all undergraduates)

## **GOAL 3 Policies, Procedures, and Practices**

- Establish a baseline and targets to decrease inequities in financial stops, dismissal, probation, DFW rates, and other academic actions
- Establish a baseline and targets to increase number of contracts with minority and women-owned business partners
- 75 percent of AU students, faculty, and staff know where to go to submit a formal complaint or incidence of bias or discrimination (Baseline: 73 percent of staff; need to establish baseline for students and faculty)
- 65 percent of students, faculty and staff report that AU is committed to combatting discrimination and bias (Baseline: 61 percent of undergraduate students; need to establish baseline for faculty and staff)
- 65 percent of AU faculty and staff report that inclusive excellence is reflected in AU's policies (Baseline: 58 percent of staff, 55 percent of faculty)

## **GOAL 4 Access and Equity**

- Maintain strong levels of undergraduate student racial and ethnic diversity
- Increase socioeconomic diversity among undergraduate students
- Continue to increase faculty racial, ethnic, and gender diversity
- Develop a comprehensive database to track retention rates for Black faculty and faculty of color, women and underrepresented faculty, and develop a baseline and goals to inform action steps
- Completion of action plan to redress gaps found in HR staff job architecture and pay equity study
- Maintain equity in first-to-second-year retention rates for Black students, students of color, first-generation, and Pell-eligible students each year
- Maintain equity in second-third year retention rates for Black students, students of color, first-generation, and Pell-eligible students each year

## **GOAL 5 Research, Scholarship, and Creative Work**

- Provide searchable inventory of DEI research at AU
- Identify and publish key performance indicators for DEI research

## Appendix A: AU Demographics At-A-Glance

### Fall 2020 Overall Student Enrollment by Race and Gender

RACE/ETHNICITY	GENDER		TOTAL	PERCENT OF TOTAL
	F	M		
Native Hawaiian/Other Pacific Islander	8	5	13	0.1%
American Indian/Alaska Native	12	7	19	0.1%
Asian	574	252	826	5.9%
Black or African American	988	416	1,404	10.0%
Hispanic/Latino	1,016	502	1,518	10.8%
International	953	892	1,845	13.2%
Multiracial	419	227	646	4.6%
Unknown	633	344	977	7.0%
White	4,117	2,642	6,759	48.3%
Total	8,720	5,287	14,007	

\*as of 09/21/2020



## Fall 2020 Overall Full-Time Faculty, by Race and Gender

RACE/ETHNICITY	GENDER		PERCENT OF TOTAL
	F	M	
American Indian/Alaska Native	0.1%	0.1%	0.2%
Asian	5.4%	3.6%	9.0%
Black or African American	4.1%	2.8%	6.9%
Hispanic/Latino	2.9%	2.5%	5.4%
International	1.8%	2.1%	3.9%
Native Hawaiian/Other Pacific Islander	0.0%	0.0%	0.0%
Two or More	0.0%	0.1%	0.1%
Unknown	0.0%	0.0%	0.0%
White	36.2%	38.3%	74.5%
All			100.0%

## Fall 2020 Full-Time Staff, by Race and Gender

RACE/ETHNICITY	GENDER		PERCENT OF TOTAL
	F	M	
American Indian/Alaska Native	0.1%	0.1%	0.2%
Asian	4.2%	3.4%	7.7%
Black or African American	13.0%	10.0%	23.0%
Hispanic/Latino	4.1%	5.0%	9.1%
International	0.7%	0.1%	0.8%
Native Hawaiian/Other Pacific Islander	0.2%	0.1%	0.3%
Two or More	0.6%	0.5%	1.0%
Unknown	0.8%	0.7%	1.5%
White	33.5%	22.9%	56.4%
All			100.0%

## Fall 2020 AU Leadership, by Race and Gender

### Cabinet, Deans, Vice Provosts, Assistant Vice Presidents

	FEMALE	MALE	ASIAN, NON-HISPANIC	BLACK OR AFRICAN AMERICAN, NON-HISPANIC	WHITE, NON-HISPANIC
President's Council	64%	36%	4%	20%	76%
Senior Administrative Council	69%	31%	10%	14%	76%

### Board of Trustees

GOVERNING BOARD MEMBERS	AFRICAN-AMERICAN	HISPANIC	NATIVE-AMERICAN	ASIAN/PACIFIC	WHITE, NON-HISPANIC	MORE THAN ONE RACE	TOTAL
Female Trustees	2	0	1	0	7		10
Male Trustees	2	1	0	0	16		19
Total	5	1	1	0	22	0	29

## Appendix B: Select Campus Climate Survey Results, 2019

### Goal 1: Learning, Curriculum, and Professional Development

To what extent do you agree or disagree with the following statements? (% Strongly agree + agree):

	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTIRACIAL	WHITE
I have tools to achieve inclusive excellence in my work.							
Staff	55%	66%	61%	71%	50%	40%	55%
FT Faculty	52%	56%	70%	42%	59%	61%	52%

### Goal 2: Campus Culture, Climate, and Community

To what extent do you agree or disagree that the university is committed to (% Strongly agree + agree):

	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTIRACIAL	WHITE
Creating a campus community where everyone has a sense of belonging.							
UG Students	58%	58%	44%	62%	67%	54%	58%
GR Students	74%	56%	65%	71%	79%	78%	76%
Staff	69%	83%	65%	74%	66%	61%	72%
FT Faculty	59%	67%	56%	25%	58%	50%	65%

To what extent do you agree or disagree that the university is committed to (% Strongly agree + agree):

FACULTY	GENDER*		FACULTY STATUS			
	M	W	ADJUNCT	TENURE-TRACK	TENURED	TERM
Creating a campus community where everyone has a sense of belonging.	63%	61%	68%	53%	59%	62%

\*FT faculty only

How often or rarely would you say that (% Almost always or most of the time):

UG STUDENTS	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTI-RACIAL	WHITE
My professors have cared about me as a person.	59%	54%	39%	56%	59%	60%	62%
Other students care about me as a person.	63%	59%	43%	55%	62%	60%	67%

How often or rarely would you say that (% Almost always or most of the time):

GR STUDENTS	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTI-RACIAL	WHITE
My professors have cared about me as a person.	73%	69%	79%	79%	74%	59%	73%
Staff care about me as a person.	66%	63%	63%	69%	75%	67%	62%
Other students care about me as a person.	71%	67%	68%	74%	70%	76%	74%

### Goal 3: Policies, Procedures, and Practices

STAFF	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTI-RACIAL	WHITE
I know where to go to submit a formal complaint/grievance.	65%	73%	73%	64%	79%	64%	64%
I know where to go to report an incidence of bias or discrimination.	73%	80%	79%	71%	86%	64%	73%
AU's policies for reporting bias and discrimination are fair.	65%	78%	63%	72%	78%	52%	68%

To what extent do you agree or disagree that the university is committed to (% Strongly agree + agree):

	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTI-RACIAL	WHITE
Combatting discrimination and bias.							
UG Students	61%	54%	49%	58%	74%	58%	62%
GR Students	75%	59%	65%	73%	76%	67%	78%

To what extent do you agree or disagree with the following statements? (% Strongly agree + agree):

	AU	ASIAN	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	INT'L	MULTI-RACIAL	WHITE
Inclusive excellence is reflected in AU's policies and procedures.							
Staff	58%	67%	52%	67%	56%	48%	60%
FT Faculty	55%	56%	57%	18%	58%	47%	59%

# Appendix C: Select Comparative Campus Climate Survey Results for Undergraduate Students, 2017–2019

How often or rarely would you say that (% Almost always + most of the time):

	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	ASIAN	WHITE	MULTI-RACIAL	INT'L
My professors have cared about me as a person.						
2017	42%	55%	57%	61%	65%	70%
2019	39%	56%	54%	62%	60%	59%
Difference	-3%	1%	-3%	1%	-5%	-11%
Staff care about me as a person.						
2017	38%	49%	52%	43%	50%	75%
2019	44%	47%	38%	46%	59%	64%
Difference	6%	-2%	-14%	3%	9%	-11%

To what extent do you agree or disagree (% Strongly agree + agree):

	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	ASIAN	WHITE	MULTI-RACIAL	INT'L
I feel included on campus.						
2017	33%	59%	59%	71%	67%	56%
2019	37%	54%	46%	66%	55%	59%
Difference	4%	-5%	-13%	-5%	-12%	3%

To what extent do you agree or disagree that the university is committed to (% Strongly agree + agree):

	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	ASIAN	WHITE	MULTI-RACIAL	INT'L
Taking actions to address troubling situations.						

	BLACK OR AFRICAN-AMERICAN	HISPANIC/LATINO	ASIAN	WHITE	MULTI-RACIAL	INT'L
2017	30%	46%	37%	42%	40%	77%
2019	42%	48%	37%	46%	45%	62%
Difference	12%	2%	0%	4%	5%	-15%
Being responsive to student concerns.						
2017	29%	39%	33%	39%	35%	64%
2019	39%	44%	26%	30%	27%	63%
Difference	10%	5%	-7%	-9%	-8%	-1%
Taking troubling situations on campus seriously.						
2017	37%	54%	34%	51%	45%	75%
2019	42%	56%	45%	58%	54%	70%
Difference	5%	2%	11%	7%	9%	-5%
Keeping me in the loop about important campus issues.						
2017	43%	60%	46%	53%	58%	75%
2019	63%	66%	62%	64%	70%	73%
Difference	20%	6%	16%	11%	12%	-2%



## Appendix D: Undergraduate Retention Rates

### Fall19–Fall20 First Year Undergraduate Student Retention

RACE/ETHNICITY	ENTERING FALL 2019	RETAINED FALL 2020	RETENTION RATE
American Indian/Alaska Native	1	0	0.0%
Asian	117	106	90.6%
Black or African American	136	119	87.5%
Hispanic/Latino	235	197	83.8%
Multiracial	88	72	81.8%
Native Hawaiian/Other Pacific Islander	1	1	100.0%
White	1,043	875	83.9%
International	63	57	90.5%
Unknown	69	59	85.5%
<b>PELL RECIPIENT AND FIRST GENERATION</b>			
Pell Recipient	267	236	88.4%
First Generation	130	112	86.2%
Total	1,753	1,486	84.8%

Fall 18–Fall 20 First Year Undergraduate Student Retention Rates (Sophomore to Junior)

RACE/ETHNICITY	ENTERING FALL 2018	RETAINED FALL 2020	RETENTION RATE
American Indian/Alaska Native	0	0	0.0%
Asian	127	106	83.5%
Black or African American	135	117	86.7%
Hispanic/Latino	207	153	73.9%
Multiracial	84	59	70.2%
Native Hawaiian/Other Pacific Islander	4	2	50.0%
White	1,076	831	77.2%
International	60	41	68.3%
Unknown	57	42	73.7%
<b>PELL RECIPIENT AND FIRST GENERATION</b>			
Pell Recipient	125	104	83.2%
First Generation	238	194	81.5%
Total	1,750	1,351	77.2%