Jefferson College

We Are Jeffco:
Inclusion and Diversity Plan: 2017-2022

Diversity Statement:

Jefferson College is a community leader dedicated to supporting and promoting diversity through opportunities and experiences that foster a culture of respect, inclusiveness, and understanding for everyone in the campus community, to engage in a diverse world.

Developed by the Diversity Subcommittee of the Accreditation Committee

Plan Rationale

Jefferson College currently engages in a variety of programs and individual efforts to support diversity and inclusion, from events of the College's Performing Arts and Cultural Enrichment (PACE) series to educators implementing coursework in their curricula to establishing rules and guidelines for students needing to address a sensitive issue. However, these efforts are not coordinated or systematic.

The College's initiatives should reflect academic best practices, provide students with needed professional skills, and create educational opportunities that challenge the community to grow and develop both in and out of the classroom.

Based on its research and background work, which are included in Appendix A, the subcommittee members proposed that diversity and inclusion efforts on campus be unified, coordinated, and supportive of current efforts. These efforts center around four areas of focus.

- **Institutional Leadership** - Jefferson College's leadership will focus on diversity and inclusion issues as part of strategic planning, policy and procedure, hiring, and training processes and advocate on-campus efforts to external constituencies.

- **Data Collection and Communication** - Jefferson College will coordinate diversity efforts and improve communication throughout the campus community. More data collection and benchmarking will be completed to make sure improvement efforts are effective. The College will also share resources, research, and data to keep diversity a central part of the campus conversation.

- **Campus Climate, Culture and Co-Curricular Activities** - Jefferson College will provide a supportive environment for students, faculty, and staff to create a welcoming, engaging, and brave learning environment. This includes co-curricular activities, student life, housing, athletics, and student organizations.

- **Curriculum and Instruction** - Jefferson College will collect faculty efforts in the classroom that support diversity and inclusion. The College will also develop toolkits and professional development opportunities so faculty are equipped to address in-class issues and can integrate diversity in programs.

The transformative work that moves a campus culture from a tolerant campus to an inclusive organization is the systematic integration of diversity. To that end, this plan is designed to work in concert with the Strategic Plan and the College Mission, Vision, and Values to integrate these initiatives into processes.

Jefferson College Highlights and Hurdles: Internal Analysis
The following list was created in a full-day planning retreat and was compiled by a group of students, staff, and faculty. The group pinpointed both key strengths and potential challenges that need to be overcome for plan success.
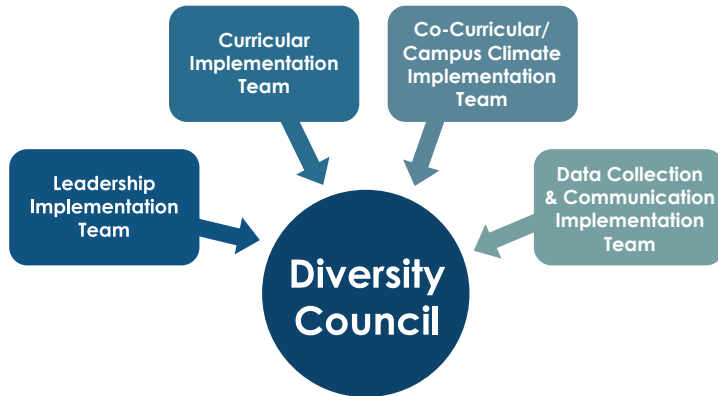
Highlights (Strengths)	Hurdles (Challenges)
• Support for these initiatives is strong campus-wide • Diversity is a stated core value in Strategic Planning • The PACE series, Global Education subcommittee, and the Ripple of Hope subcommittee host high quality cultural programs • The music and athletic programs draw diverse student populations, including international students to the campus • Viking Woods allows students from outside the geographic area to attend Jefferson College • Student support services foster student involvement and leadership • The library provides dynamic resources for students and conscientiously features resources from varied perspectives • Student activities support student initiatives, including the LGBTQ+ club • The RU Ok subcommittee actively engages the campus community with many of these issues • The College offers a Global Education certification for students, with study abroad experiences planned for 2018-2019 • The College runs English Language Learning programs to serve immigrant populations • The statewide General Education MOTR Core 42 embraces diversity competencies	• Declining enrollments and budget challenges make new inclusion initiatives difficult to implement • Many instructors are not trained to handle issues surrounding diversity in the classroom • The homogenous demographics make both student and staff recruitment of diverse populations challenging • The lack of reliable public transportation limits the population who can get to Jefferson's campus locations • Jefferson County could perceive diversity initiatives as contrary to its values • Some students may be uncomfortable in a diverse environment • A comprehensive and unified diversity and inclusion program does not fit neatly into an existing college department or committee • Lack of communication means that good programs go unnoticed and are sometimes replicated since there is no platform for sharing these efforts

Implementation Structure

To coordinate College efforts, and to make sure diversity and inclusion are central to College decision-making, a new standing committee should be created through existing college processes. A Diversity Council is a standing best practice at many area colleges including St. Louis Community College. The College's Diversity Council, while open to anyone wanting to participate, should include representation from:

Curricular Implementation Team

Co-Curricular/ Campus Climate Implementation Team

Leadership Implementation Team

Data Collection & Communication Implementation Team

Diversity Council

- Diversity Chair/Co-Chairs
- Community and/or Board
- Implementation Team Leads
- Administrative Team
- Constituent Group representatives
- Student Senate representatives

- Title IX Coordinator
- RU Ok Subcommittee representative
- Residential and Student Life representative
- Athletics representative
- Library services

- Human Resources
- Strategic Planning
- One representative from each academic division (AS, CTE, ATS)
- CTL Program Coordinator
- Ripple of Hope, PACE, and Global Education representative

Ideally, this group would meet quarterly to coordinate efforts and discuss campus needs surrounding diversity. The Diversity Committee would operate as a central communication space for diversity efforts and would monitor the implementation of diversity- and inclusion-based action projects. From this group, four diversity team leads will be identified. These individuals will serve for two-year terms and will lead action-project based groups. These implementation teams will meet on their own schedule, quickly respond to issues as needed, and communicate with the Committee on project progress.

Diversity Committee Charge

- Create a central clearinghouse for programming and promotion
- Provide resources and coordination for new initiatives
- Communicate to the larger campus community about diversity and inclusion issues
- Coordinate with other campuses and area organizations to make Jefferson College a regional leader in diversity
- Implement, report, and assess the diversity plan; review and update the plan on a five-year cycle

Strategic Initiatives:

While each implementation team will have autonomy regarding what projects and initiatives are undertaken, the subcommittee has assembled a list of priority projects for each implementation area to serve as a starting point. Some of these action projects may include:

Data and Communication Implementation Team Initiatives

Action Project

Gather data on current student body demographics beyond racial and sex identifiers

Create a snapshot of the racial and gender makeup of the faculty, staff, administration and board members

Conduct a culture and climate survey and focus group sessions to identify issues on campus

Investigate ways of gathering data on retention of diverse populations

Create an external facing website regarding diversity efforts

Create a twice-semester diversity and inclusion newsletter

Provide forms in MyJeffco for submitting action project ideas or to communicate current efforts

Report with regularity to PLC and the Jefferson College Board of Trustees on diversity efforts

Audit current diversity resources and ensure they can be easily accessed by students, faculty, and staff

Work with Public Relations department to create a marketing and awareness campaign for plan launch

Institutional Leadership Implementation Team Initiatives

Action Project

Develop diversity training for the on-boarding process

Integrate a diversity/inclusion related professional development opportunity each academic year

Collect comprehensive application data

Add the Diversity Statement to all job descriptions and to the hiring website

Create a diversity/inclusion position to serve as chair/co-chair for the Diversity Council

Join the Higher Education Research Consortium to support diversity training and recruitment efforts

Audit the Board Policies and Procedures, Faculty and Staff Handbook, and Student Handbook to evaluate how procedures support diversity and inclusion and propose any needed amendments

Select one Friday Speaker Series presenter per year to discuss a diversity-related topic

Create a Diversity Innovation Incubator or other competitive grant program to encourage new initiatives

Audit contract proposal process for diversity and inclusion issues

Review Strategic Plan to ensure the inclusion of diversity initiatives

Engage and participate in diversity and inclusion initiatives in the greater Jefferson County area

Coordinate programs with area community colleges in coordination with the curricular and co-curricular groups

Review non-discrimination policy in light of LGBTQIA club's request for greater inclusivity

Curricular Implementation Team Initiatives
Action Project

Develop a Diversity Statement for the syllabus that clearly defines classroom behavior regarding diversity

Develop classroom management toolkits and protocols that foster academic discourse and discussion within the scope of the specific curriculum and classroom

Review, assess, and create course modules to integrate diversity and inclusion topics into the classroom

Partner with CTL to provide faculty training to address diversity in the classroom

Create a resource bank of on-campus and local resources for faculty wishing to add more diversity and inclusion topics to their curriculum

Integrate intercultural communication and diversity training to the First Year Experience program

Develop trainings for faculty and staff on Brave Space facilitation and Affective communication/civil discourse

Work with the General Education Program Council to identify cultural competencies and assemble resources to help faculty develop classroom experiences

Provide support to the Global Education subcommittee to develop study abroad opportunities

Co-Curricular/Campus Climate Implementation Team Initiatives
Action Project

Promote campus-wide efforts and programs like PACE, Ripple of Hope, and International Education Week

Create and facilitate trainings for students, faculty, and staff on how to deal with diversity and inclusion related issues

Audit and revise Behavioral Concerns Team best practices regarding diversity and inclusion and evaluate student grievance policies and propose any needed changes

Supplement the RU Ok subcommittee's efforts for creating a safe and welcoming campus through ongoing and "awareness month" based programming

Promote and support Global Education subcommittee efforts for intercultural exchange and study abroad programs as well as the Global Education certificate

Integrate an intercultural competency component into Student Leadership programming

Integrate an intercultural skill component into the First Year Experience classes and/or the Student Orientation

Create a subcommittee within Student Senate to address and communicate student concerns regarding Diversity and support student led diversity initiatives like the LGBTQIA club

Create an intercultural experience-oriented club to provide support for international students and provide intercultural exchange opportunities

Audit student housing RA training and communication practices to ensure clear path for student concerns

Offer recreational programs like intramural sports and other opportunities for students and community members to interact

Facilitate and expand student leadership trainings regarding diversity, and create a communication tool for students to reach out to student leaders as needed

Support faculty, staff, and students interested in developing programs and events that foster intercultural dialogue, exchange, and cultural competencies

Ensure that Safe Zone training occurs and that Safe Zone advocates are published on the diversity website

Implementation Timeline

The Diversity Council will oversee the implementation of these objectives on a five-year cycle in cooperation with the Strategic Plan and HLC accreditation process. The timeline is subject to change to fit campus needs.

2017-2021 Plan Timeline
Phase 1 Plan Development and Revision - Fall 2017

Action	Deadline	Current Status
Plan is created using a strategic plan model	Fall 2017	Complete
Input on the Plan draft is gathered from both internal and external constituent groups	Fall 2017	Complete
Introduce Plan elements to campus during Welcome Week	Sept. 2017	Complete
Diversity Committee reviews and finalizes Diversity and Inclusion Plan	Sept. 2017	Complete
Finalized Plan is sent to Accreditation Committee for approval	Oct. 2017	Complete
Approval Process begins. Plan is sent to PLC, Faculty Senate, Classified Professional Staff, Certified Professional Staff, as well as Student Senate for feedback	Nov. 2017	Complete
Listening sessions are held for additional feedback	Dec 2017-Jan 2018	Complete
Plan is revised based on feedback and sent to the Accreditation Committee for review	Feb. 2018	Complete
Plan is sent to Board for review	March 2018	
Diversity Committee is recommended to Council of Institutional Chairs and undergoes process for recognition as an institutional committee	April 2018	

Phase 2-3 Plan Implementation - Spring 2018 - Spring 2019

Action	Deadline	Current Status
Co-Chairs, Implementation Team Leads, and other representatives are identified for Diversity Council	April 2018	
Co-Chairs and Implementation Team Leads meet	May 2018	
Diversity Council meets to decide on implementation teams and identify Welcome Week activities as needed and set goals for 2018-2019 school year	April 2018	
Diversity Webpage is created and written	Summer 2018	

Phase 2-3-Plan Implementation *(continued)* - Spring 2018 - Spring 2019

Action	Deadline	Current Status
Welcome Week activities are planned	Aug. 2018	
Trainings and CTL sessions are planned for the academic year	Aug. 2018 - Sept. 2018	
Diversity Council meets and plans for HLC visit	Aug. 2018	
Implementation Teams meet and select action plans for the academic year. Teams devise meeting schedule and post the schedule to the Diversity website	Aug. 2018	
Implementation Team Leads and Co-Chairs meet to discuss progress	Monthly	
Full Diversity Council meets	Twice per semester	
Diversity Co-Chairs report to Board, PLC on progress so far and solicit feedback, Semester 1 assessment	Dec. 2018	
Implementation Team and Co-Chairs meet to review objectives for Spring semester	Nov. 2018- Dec. 2018	
Implementation Team leads and co-chairs meet	Jan. 2019	
Co-Chairs prepare a progress update for PLC and the Board- 1 year mark, meet with implementation teams and perform year one assessment	March 2019	
Action projects and implementation teams continue to meet and execute their objectives	April 2019	

Phase 3-4-Plan Implementation and Assessment — Fall 2019-Spring 2020

Action	Deadline	Current Status
Welcome Week activities are planned	Aug. 2019	
Trainings and CTL sessions are planned for the academic year	Aug. 2019- Sept. 2019	
Diversity Council meets and sets agenda for academic year	Aug. 2019	
Implementation Teams meet and work on action projects started in Spring 2019. Teams devise meeting schedule and post the schedule to the Diversity website.	Aug. 2019	
Implementation team leads and Co-Chairs meet to select new action projects	Sept. 2019	
Diversity Council meets and approves action project slate for upcoming cycle	Oct. 2019	
Diversity Co-Chairs report to Board, PLC on progress so far and solicit feedback	Nov. 2019	

Phase 3-4-Plan Implementation and Assessment *(continued)* - Fall 2019-Spring 2020

Action	Deadline	Current Status
Co-Chairs prepare a progress update for PLC and the Board and conduct Year 2 assessment	March 2020	
Implementation Team Leads and co-chairs meet to review progress so far and assess action projects status	April 2020	
Summer 2020-Diversity Retreat	Summer 2020	

Phase 4 Plan Assessment and Revision - Fall 2020 - Spring 2021

Action	Deadline	Current Status
Welcome Week activities are planned	Aug. 2020	
Trainings and CTL sessions are planned for the academic year	Aug 2018-Sept. 2020	
Diversity Council meets and sets agenda for academic year. Council members identify a subcommittee for updates to Diversity Plan	Aug. 2020	
Implementation Teams meet and work on action projects started in Spring 2020. Teams devise meeting schedule and post the schedule to the Diversity website	Aug. 2020	
Diversity Plan 2022-2027 Task Force begins meeting	Aug. 2020	
Implementation Team leads and Co-Chairs meet to select new action projects	Aug. 2020	
Implementation Team Leads and Co-Chairs submit 2017-2022 evaluation and feedback, indicate committee members wishing to cycle off the committee and identifies new members. New members start attending trainings and preparation as needed	Sept.2020-Dec. 2020	
Diversity Summit 2020	Fall 2020	
Diversity Council meets for updates and 2022-2027 task force updates	Nov. 2020	
Diversity Co-Chairs report to Board, PLC on progress so far and solicit feedback	Nov. 2020	
Task Force submits new slate of committee members for approval	Nov. 2020	
Implementation Team and Co-Chairs meet to review objectives for Spring semester	Nov. 2020-Dec. 2020	
Implementation Team Leads and Co-Chairs meet	Jan. 2021	

Phase 4-Plan Assessment and Revision *(continued)* **- Fall 2020 - Spring 2021**

Action	Deadline	Current Status
Diversity Council meets-First draft of 2022-2027 Plan due	Jan. 2021 Feb. 2021	
Co-Chairs prepare a progress update for PLC and the Board-Present first draft of 2022-2027 Plan-Year 3 assessment	March 2021	
Second draft of the 2022-2027 Plan is due, Plan sent to PLC and constituent groups for feedback	April 2021	
2022-2027 Task Force reviews plan and gathers community feedback and plans welcome week activities	Summer 2021	

Assessment and Success Measures

Action plans will include concrete objectives and outcomes, and those plans and their accompanying progress will be promoted on the Diversity website. Other success measures can include:

- Attendance at events
- Participation in multicultural programs and clubs
- Demographic markers for both faculty and students
- Retention of diverse populations
- Number of applications from non-majority populations for jobs at Jefferson College

Appendix A

Diversity Statement

As part of Jefferson College's efforts to fully integrate a focus on diversity on campus, the subcommittee, in cooperation with Dana Simpson West, a diversity trainer, developed the following Diversity Statement to guide policy and curricular decisions. The statement reads:

> Jefferson College is a community leader dedicated to supporting and promoting diversity through opportunities and experiences that foster a culture of respect, inclusiveness, and understanding for everyone in the campus community to engage in a diverse world.

This statement was vetted through the shared governance process, and as soon as this plan is approved, the committee will ask that all College publication and promotional materials include the statement. A more specific statement will be developed for course syllabi as part of the action project process. The goal of the statement is to communicate that diversity and inclusion are a valued part of everything the College does.

Needed Benchmark Data

In addition to current available data, there are several data points that should be further investigated. These measures are needed to set quantitative and qualitative goals, support assessment efforts, and provide reportable data for a variety of College uses. Some data needed for this plan are both sensitive and private, creating a significant challenge. However, there are avenues available, for example, Maxient reporting could serve as a benchmark for student diversity issues on campus. In 2016, there were a total of 223 Maxient reports, and of those, 26 related to issues connected to diversity, and the majority of these issues related to sex/gender-related issues. This data can be paired with demographic breakdowns and other information to create a clear picture of the issues that need attention.

Report Category	Number of Incidents	Number of Students Involved
Disability	3	4
Race	3	11
Sexual Orientation	2	5
Sex/Gender Issues	18	26

Data that will enhance our efforts include:

- Peer institution comparison for Faculty/Staff demographic breakdown
- Retention of minority students not enrolled in athletic programs
- Student, Faculty, and Staff perceptions of diversity issues (culture/climate survey)

Some of these data points may be more challenging to collect given privacy requirements. Any questions that fall under protected populations would have to be anonymized to prevent compliance issues.

Demographic Shifts

Demographically, according to a Brooking's Institution analysis of census data, the United States will become a "majority-minority" population, meaning no one ethnicity will dominate demographics by 2043. However, the Institute also posits this tipping point could come much earlier for our students, especially those of traditional age (18-24).

In Missouri, an economic development report suggests Jefferson County is one of the 10 largest growth counties in terms of population (Missouri Department of Economic Development, 2012). Missouri as a whole is also becoming more diverse. Census data indicates growth amongst a variety of different demographic subsets. The report states:

> Missouri also saw growth and shifts of its minority populations, including a 10 percent increase in the Black or African American population, a 9 percent increase in the American Indian and Native Alaska population, a 61 percent increase in the Asian and Native Hawaiian or Other Pacific Islander population, and a 79 percent increase in the population of Hispanic or Latino Origin. (Missouri Department of Economic Development, 2012)

Despite this growth and overall increases in ethnic diversity nationwide, Jefferson County is more than 90% White with Hispanic populations measuring second at 1.7%. While the county's growth is slow, as a developing county, most projections see its diversity in ethnicity, religion, and other cultural markers growing in the next decade (Deliott, DataWheel, MIT, 2017).

Jefferson College's population is also homogeneous. According to the 2016 IPEDS report, 89% of the student population identifies as white. This is higher than the aggregate of our peer institutions who report 84% of their students are white. Additionally, 96% of the faculty and staff at Jefferson College identify as white (Human Resources, 2017).

Available data is a challenge in this process. One major deficit that makes analysis difficult is a lack of population data beyond race. Jefferson College specific data was not available regarding the demographics of religious diversity, gender identity, sexual orientation, ability, or income levels.

According to Jefferson College's 2016 Fact Book and IPEDS data:
- 60% of our students receive some sort of Federal Financial Aid
- 44% of our enrolled students receive Pell grant funding, normally reserved for low income, first time college students
- 60% of our student population identifies as female
- More than 25% of our students are above the age of 25.

From Tolerance to Inclusion
An important approach to diversity can be found in the Miller and Katz continuum of inclusion. In the model, there is a clear progression from an exclusive club, where specific groups are excluded, to an inclusive organization, where processes start with inclusion as a guiding focus. Most organizations embarking on diversity and inclusion initiatives find themselves in the transition/tolerance stage, where the most growing pains occur.

The Miller and Katz model shows that an organization travels through several stages on its way to a culture that embraces diversity. Currently, Jefferson College would be in the Tolerance and Compliance stage. In this stage, policies have been put in place and procedures have been established to bring the organization in line with the prevailing norms and laws of a society. Compliance with Title IX, HLC guidelines, and other mandates often shape the thinking of an organization in the compliance stage. However, it is also in this stage that an organization begins to consider how it can become more just and equitable, not because just and equitable practices keep the institution from citation and reprisal but because it is the right and just thing to do for everyone involved. An organization in this stage starts to examine how it can become a more multicultural and inclusive environment and starts making systematic changes in that direction.

Movement forward will require institutional cultural shifts. Often in this stage, diversity and inclusion are isolated and center on cultural festivals, lecturers, and other special events.

Cultural Shift

A growing cultural awareness is occurring in terms of diversity and inclusion in the broader culture. In 2015, the Supreme Court legalized same-sex marriage. According to the Williams Institute at UCLA's Law School, more than 150,000 couples in the United States have gotten married since the 2015 decision. In Missouri, 3.9% of people identify as LGBTQIA, 10,000 couples identify as same-sex, and 30% of those couples are raising children (Williams Institute: UCLA School of Law, 2016). Also shifting is the nature of gender and gender identity. In 2016, national attention was brought to Hillsboro, Missouri, as a transgender student made news. Today, while less than 1% of the population identifies as transgender, many young people are redefining the concept of gender. As a result, student-organized clubs and organizations have formed to expand the conversation on this topic, including on Jefferson's own campus. Social media engages students in these topics, drawing them into the national conversation as these issues make news.

This attention has been particularly focused in terms of race and racial identity. In 2013 when Trayvon Martin was shot by George Zimmerman, a national conversation began. In 2014, when Michael Brown, a young, African-American man, was shot by Darren Wilson, a White police officer, protests and resulting civil unrest were brought to Missouri. The protests grew and were especially prevalent on college campuses. As such, most colleges have examined their policies and procedures regarding inclusion and diversity, from the University of Missouri and Missouri State University to East Central College and St. Louis Community College.

A Needed Skill Set and a Best Practice

Beyond demographic and cultural shifts, cultural competence is a professional skill and an educational imperative. The Missouri Coordinating Board for Higher Education has listed "operating in a diverse world" as a vital element of general education programs at colleges and universities. The Century Foundation released a report from researchers at the Teacher's College of Columbia that states:

> Researchers have documented that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving. (Amy Stuart Wells, 2016)

The American Association of Colleges and Universities commissioned a series of papers in 2005 called Making Diversity Work on Campus. In those papers, the association emphasized that inclusive campuses not only promote unique learning opportunities, they also help students from non-majority populations feel connected to the institution. Without a systematic approach, minority students can feel tokenized, especially when diversity is focused mostly in cultural programming (Jeffrey F. Milem, 2005).

Demographic and Cognitive Diversity

In a 2017 session at the Equity Institute, a gathering for educators engaged in diversity work, speaker Haliday Douglas emphasized the importance of two kinds of diversity. The first, demographic diversity, is best supported through creating a welcoming environment to drive retention, advertising job openings that attract candidates from diverse backgrounds, and attracting a broad range of students to campus.

The second is cognitive diversity. Cognitive diversity is defined as the development of cultural competencies and skills, integration of inclusion in policies and procedures, and the consideration of inclusion in every aspect of institution operations from curricular resources to the design of physical spaces. This dual approach allows an institution to enhance campus culture and create a positive learning environment.

References

Amy Stuart Wells, L. F.-C. (2016, February 9). *The Century Foundation.* Retrieved from How Racially Diverse Schools and Classrooms Can Benefit All Students: https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/

Deliott, DataWheel, MIT. (2017). *Data USA.* Retrieved from datausa.io: https://datausa.io/profile/geo/jefferson-city-mo/

Frey, W. H. (2012, December 12). *Brookings Institute.* Retrieved from Brookings.edu: https://www.brookings.edu/opinions/census-projects-new-majority-minority-tipping-points/

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Missouri Department of Economic Development. (2012, January 12). *Missouri Population Data Series.* Retrieved from Missourieconomy.org: https://www.missourieconomy.org/pdfs/decennial_census_missouri.pdf

Williams Institute: UCLA School of Law. (2016, May). *The Williams Institute: UCLA School of Law.* Retrieved from Same Sex Couples, Data and Demographics: https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=SS&area=29#about-the-data

Other Campus Plans

- University of Missouri System:
  https://www.umsystem.edu/deiaudit
- Missouri State:
  https://diversity.missouristate.edu/assets/diversity/DiversityTaskForceReport.pdf
- Webster University:
  http://www.webster.edu/diversity-inclusion/
- Missouri Baptist:
  https://www.mobap.edu/about-mbu/
- SIUE:
  http://www.siue.edu/institutional-diversity-and-inclusion/
- St. Louis Community College:
  https://www.stlcc.edu/Diversity/

Helpful Resources
- Assessment of Diversity:
  https://josotl.indiana.edu/article/view/2146/2064
- MU Diversity Tipsheets:
  https://diversity.missouri.edu/education/handouts.php
- Making Excellence inclusive:
  https://www.aacu.org/sites/default/files/files/mei/milem_et_al.pdf
- Conversational Leadership for Change:
  http://www.dialogue-ic.com/images/Conversational%20leadership.pdf
- Master list of conversation protocols for listening sessions:
  https://www.nsrfharmony.org/free-resources/protocols/a-z
- Creating the Future:
  http://creatingthefuture.org/

Other resources will be available on the Jefferson College Website.

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