

**Gallaudet's Diversity Initiatives:  
Accomplishments and Recommendations for the Future**

**Gallaudet University Diversity Team**

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## **Introduction**

Over the last decade, Gallaudet has made efforts to address diversity through a number of initiatives. The 2003 Climate Workgroup focused on identifying means to help individuals understand and change their attitudes toward differences in a more positive way and to ensure on-going attention to diversity issues. This process was ultimately derailed by the beginning of the search for a new President for Gallaudet University.

Following the Presidential search and protest of 2006, it became evident that the Gallaudet community needed to address its behaviors and attitudes toward the differences in our community. This division within the Gallaudet campus was also recognized and identified by the Middle States Commission on Higher Education (MSCHE).

Dr. Robert Davila, Gallaudet University President, initiated a number of actions to address the “isms” that divide us. He established working groups to address a number of issues. One of these working groups was charged with addressing the issue of diversity on our campus. This group made recommendations that included hiring consultants to assist in establishing a comprehensive plan to address diversity on our campus, ways of healing, and a structure that would address the sustainability of the diversity initiatives for the Gallaudet community.

During the summer of 2007, Dr. Davila announced a Seven Point Agenda that was introduced at the National Black Deaf Advocates Conference.

Following the announcement of this major initiative, it became clear that a more coordinated design needed to be established to address the many issues dividing our community. As a result, the Gallaudet Diversity Action Plan was established. This Plan consisted of three components: (1) the Seven-Point Diversity Agenda, (2) The Community Process (as described in the Democracy Plan written by CBG Consultants), and (3) Establishment of a Gallaudet Diversity Team. The outcomes for the Gallaudet Diversity Action Plan will be measurable and evidence-based.

## **The Gallaudet Diversity Action Plan**

The goals and outcomes of the Gallaudet Diversity Action Plan are to establish the following:

- A community that understands and embraces the need for change and the behaviors that reflect respect for all people and ideas.
- Structures within the university that ensure sustainable, transparent, inclusive participation, equity, and diversity as shared community responsibilities.
- A better understanding of the issues and climate at Gallaudet resulting in a community-owned sustainable plan to address these issues.
- A community engaged in a continuing dialogue on important issues.

Currently the Seven-Point Diversity Agenda has resulted in the following progress:

1. Make the academic achievement of children of color, in grades K - 12, a priority.

*A Think Tank group is meeting and developing a plan for strategies to identify best practices in minority education and finding ways of closing the gap and addressing minority achievement in deaf education.*

2. Direct the Gallaudet Development Office to make scholarships for students of color a priority.

*The Enrollment Office was given \$100,000 by the Office of the President for scholarships for students of color. The Development Office has raised \$106,000 for the same purpose during calendar year 2008. The need now is for follow-up to make sure students of color are benefiting from this initiative.*

3. Establish a President's Diversity Team. The Team was charged with the following responsibilities:
  - A. The team serves as an advisory group to the president and monitors the progress of the Gallaudet Diversity Action Plan.
  - B. The team serves as a communication liaison with the campus community.
  - C. The team serves as an advocate for ongoing and sustainable action that will address issues of diversity and respect at Gallaudet.
  - D. The team will review the results of various activities and provide the president with feedback and recommendations.

*The Diversity Team is currently hard at work and will be delivering to the President the recommendations designed to accomplish a successful Diversity Agenda for the future.*

4. Appoint a person of color to the President's Management Team (PMT).

*The President has appointed a person of color to the PMT by creating the position "President's Fellow for Diversity Initiatives".*

5. Establish measurable targets for the recruitment and retention of faculty and staff.

*This is in initial stages of discussion.*

6. Provide a University-wide training and education program to promote understanding, respect and a commitment to diversity.

*This process has resulted in the training of four cohorts to serve as facilitators in Intergroup Dialogues. The Intergroup Dialogues are face-to-face meetings between members of two or more different groups that have a history of conflict. These groups can be defined by race, ethnicity, gender, sexual orientation, disability, religion, socio-economic class, and/or hearing*

*status. Two formats for Intergroup Dialogues have occurred: (1) 3 campus-wide dialogues on different topics involving more than 221 persons and (2) six groups involved in dialogues for eight weeks. Each group discussed one of the following topics: race, language, LGBT, US Born/Foreign Born. Sixty-seven students participated in one of the eight-week dialogue groups.*

7. Seek an active partnership with each of the national deaf organizations.

*The President's Fellow on Diversity Initiatives is currently working on this agenda item in collaboration with the President.*

## **The Democracy Plan**

The CBG consultant team, hired by the President, reviewed the President's Agenda and developed a comprehensive plan for addressing diversity at Gallaudet. The Plan, called the Democracy Plan, has three major components to be carried out in three phases:

- Phase One: An Inventory Component
- Phase Two: A Diversity Component, and
- Phase Three: An Equity Component

### **Phase One**

The Inventory component was designed to gather data to determine the issues of concern to the campus and how to best engage the entire community. These data were collected through the following methods: individual and/or group confidential interviews of students, staff and faculty with the CBG Consultants, written communication via email, and through on-line surveys. As stated by the consultants, "this was designed to solicit and collect perceptions about climate, not to determine the veracity of those perceptions."

The consultants' findings were presented to the Campus Community in the form of a Town Hall Meeting in May 2008. The consultants summarized the information around six basic content areas: Issues since the protest, student-specific issues; understanding diversity; bilingualism; deaf, hard of hearing and hearing issues, and issues relevant to the larger campus community.

### **Phase Two**

The Diversity component consists of the design of a Center at the University for the study and practice of diversity in a democratic community.

### **Phase Three**

The Equity component consists of the establishment of ways of having the community involved through elected representatives from the various campus constituencies via a Council and/or

Congress. This component also has as its focus means of ensuring that search and selection processes are more open and fair.

Phases Two and Three will focus on building an infrastructure that promotes transparency, inclusive participation, equity, and diversity as shared community responsibilities and a way of adopting “Living Team Gallaudet” as the way we do business.

This entire plan has as its ultimate goal the design of a Center that will 1) institutionalize a method for addressing **minority recruitment and retention**, 2) implement a sustainable **Intergroup Dialogue Program**, 3) implement a **Multicultural Curriculum Transformation Project**, and 4) establish a **Campus-Wide Multicultural Organizational Development Consulting Service**. It is the dream that each of these components of the Center will have a lasting impact on addressing and remediating some of our divisive issues at Gallaudet University. It is the hope of the Diversity Team that the following refined recommendations that have been connected to the Democracy Plan will serve as a blueprint for a successful beginning of renewed respect for diversity at Gallaudet University.

**Although the Diversity Team is submitting these recommendations that include parts of the Democracy Plan, we are still discussing the feasibility of implementing the entire Equity and Diversity Component of the Democracy Plan as designed by the consultants.**

### **Process for Development of the Recommendations**

The recommendations that follow were developed by the Diversity Team during a series of meetings that begin in January 2008. After a review of these recommendations by the CBG Consulting Team, it was suggested that there was a strong connection between the recommendations made by the Team and the Democracy Plan. A sub-group of the Diversity Team then met during the fall of 2008 to draft a document that would connect the recommendations to the Democracy Plan.

The recommendations formulated by the Diversity Team were based on the six “summary finding areas” established by the consultants. Each finding is stated, followed by the Diversity Team’s recommendations. Where applicable, recommendations that clearly fit within the Democracy Plan are noted in italics following each recommendation.

There were several instances where the Diversity Team did not agree with the findings of the Consulting Team, and we have indicated these disagreements at the end of the document in a section called “Areas of Concern”.

## RECOMMENDATIONS AND DEMOCRACY PLAN: PHASE TWO

### I. **Since the Protest**

- A. There is a mixed sense of whether things are “better” at Gallaudet in the wake of the protest. There is some optimism, though it is extremely cautious and fragile (largely from faculty and staff), but there is also a lot of skepticism (largely from students), and yet students are still actively engaged in campus life.

#### **Diversity Team Recommendations**

1. Provide opportunities to express and discuss issues around the protest and/or other climate-related issues in a place where individuals feel the environment for this discussion is safe. (*Intergroup Dialogue Program*)
  2. Train all department chairs and/or supervisory personnel (budget unit heads) to identify underlying issues that impact the campus climate and to deal with them in a productive, positive and non-confrontational manner. (*Intergroup Dialogue Program*)
  3. Promote awareness of revised “whistle blower” policy and create a place for people to go without fear of reprisal (This has been accomplished, and a revised policy was approved by the Board of Trustees in May 2008. (See *section 1.15 of the Gallaudet Administration and Operation Manual: Policy on Reporting Suspected Misconduct (Whistleblower Policy)*).
- B. There is a widespread sense that there are *still* serious communication problems on campus (related to access to, and dissemination of, information), BUT they are related to the “mechanics” of communication (i.e., not identity based, not related to Deaf/HH/hearing status and/or communication mode).

#### **Diversity Team Recommendations**

1. Ensure communication access to all members of the campus community using various forms of communication, including, but not limited to text messages, ASL video with captioning, email, CART, and print communication. (*Campus-Wide Multicultural Development Consulting Service*)
2. Augment current methods of campus communication with a more visually accessible method via the computer for the entire campus. (*Campus-Wide Multicultural Development Consulting Service*)
3. Make contact between deaf and hearing people more equal by providing hearing and hard of hearing people with videophone technology. (*Campus-Wide Multicultural Development Consulting Service*)

4. Issues of civility should also be addressed through the curriculum and through academic support programs/student affairs (e.g., Tutorial Center, Judicial Affairs, Office of Diversity and Equity for Students, and Campus Life.)
- C. There is still a LOT of fear on the part of faculty and staff around speaking one's mind and being the target of retaliation or reprisal, and a sense that there is a general lack of civility on campus; BUT this is felt regardless of the position taken during the protest, regardless of race and Deaf/HH/hearing status, and regardless of positionality on campus (faculty (tenured and untenured), staff at all levels (including professional staff in leadership positions); **AND students do not generally feel this fear.** \*\* (See Areas of Concern.)

### **Diversity Team Recommendations**

1. Issues of civility should also be addressed through the curriculum. (See plan for multicultural curriculum transformation project within the center) (*Multicultural Curriculum Transformation Project*)
2. All campus faculty and staff, including student professionals (e.g., para-professionals, resident assistants, etc.) should be required to attend an annual policy review meeting that includes discussion of the role of civility, equity and discrimination and how to deal with situations that demonstrate these issues. This meeting should also include all student organization leaders. (*Campus-Wide Multicultural Development Consulting Service*)
3. Use common time (time when no classes are scheduled, freeing students, faculty, and staff to participate in common activities) to begin discussions related to campus climate and conflicting ideologies, (including the protest) which exist on campus so all campus cohorts, including faculty, staff and students may participate. (*Intergroup Dialogue Program*)
4. Gallaudet should conduct a student climate survey to validate and to expand on the findings of the CBG Consulting Team. Students were not surveyed in the recent climate inventory done by Gallaudet's Department of Institutional Research. (*Minority Recruitment and Retention*)
5. Invite discussion between big "D" protesters with non big "D" people regardless of their stand concerning the protest (i.e., as supporters or non-supporters); attention here must be paid to the race based origins of the protest and the pivotal role that students of color played in initiating it (domestic students of color, especially African American students, as well as Asian Pacific American students, English Language Institute (ELI) students, and international students as a whole). (*Intergroup Dialogue Program/Minority Recruitment and Retention*)

## **II. Student-Specific Issues**

- A. Leadership in the SBG is perceived to be overtly hostile to students of color organizations and this is a perception that is held not only by students of color, but also white students,

and not only by students, but also by faculty and staff (both faculty of color and white faculty); BUT there is a strong sense from students that this can be resolved with guidance from faculty and staff.

### **Diversity Team Recommendations**

1. Provide leadership training to all Gallaudet student leaders (SBG, BDSU, LSU etc.) and provide similar, age-appropriate training for Clerc Center students. Training should emphasize working with people of diverse backgrounds. Dialogues between University student groups might also be helpful. Leadership training should provide specialized skills for international students so that they can apply what they have learned to their home communities. (*Intergroup Dialogue Program/Campus-Wide Multicultural Organizational Development Consulting Service*)
2. Provide campus-wide sensitivity training for all students, staff and faculty. People who have appropriate expertise in this area should provide this training. This should be integrated throughout both the undergraduate and graduate curricula. (*Multicultural Curriculum Transformation Project*)
3. Provide identity sensitivity training and related exposure to students. This training should be provided by people who have appropriate expertise and the related exposure should include staff and faculty support and bonding with students while they are undergoing this training. This should be integrated into GSR and FYE courses, as well as all other for-credit courses. Assessment of training should be undertaken to determine both attitudinal and behavioral outcomes. (*Campus-Wide Multicultural Organizational Development Consulting Service/Multicultural Curriculum Transformation Project*)
4. Examine the traditions, policies, and procedures practiced by student organizations to ensure appropriateness and equitable opportunities for all students. Care must be taken to ensure that this is not done in a manner that suggests students should not have the autonomy to govern themselves, but rather to facilitate student engagement of democratic decision-making processes and, in particular, ensure that these processes extend to decision making that specifically pertains to students of under-represented groups. (*Campus-Wide Multicultural Organizational Development Consulting Service – provide training to and by Campus Activities*)
5. The Multicultural Curriculum Transformation Project and the Campus Wide Multicultural Organization that will serve as a consultant service will provide all members of the Gallaudet community access to a range of tools to enable them to develop awareness, knowledge and understanding of how differing personal and cultural identities impact dynamics in and out of the classroom.
6. Dialogues, skits, plays should be facilitated with the goal of mutual respect relating to all issues (hearing status, audism, ethnic differences, racial differences, gender, sexual orientation, classism, religion, national origin, white privilege, sexism, linguistic diversity, ageism, and any other issues as they arise and gain importance in the campus community. (*Campus-Wide Multicultural Development Consulting Service*)

- B. Classified staff who are primarily people of color and hearing, feel profoundly mistreated by Deaf and white students, BUT this is not a Gallaudet specific problem, **so while it absolutely needs to be addressed**, it is not an issue connected to the protest.

### **Diversity Team Recommendations**

1. Campus-wide training for members of the University community on cultural sensitivity, focusing specifically on racism, classism, and white privilege. Use NSO and GSO (including transfer students), Honors Program, and New Signers Program as places to begin this training. (*Intergroup Dialogue Program/Campus-Wide Multicultural Organizational Development Consulting Service*)
2. Dialogues, skits, plays should be facilitated with the goal of mutual respect relating to all issues (hearing status, audism, ethnic differences, racial differences, gender, sexual orientation, classism, religion, national origin, white privilege, sexism, linguistic diversity, ageism, and any other issues as they arise and gain importance in the campus community. (*Intergroup Dialogue Program*)

### **III. Understanding Diversity**

- A. Among white people AND people of color, there is a sense that at Gallaudet race-based concerns focus on U.S. born black people, and that this focus is situated within a Black/White racial paradigm. Other people of color, Latinas/Latinos in particular, feel that their issues are not of concern and, therefore, are not being addressed. The sense of an Asian Pacific American presence on campus is zero. Recently, Latina/Latino students have begun to raise their concerns and parts of the campus are beginning to develop strategies for responding to, and eventually addressing, these concerns.

### **Diversity Team Recommendations**

1. A racially and ethnically diverse professional staff/faculty advisory group should be added to the Office of Diversity and Equity for Students and the Office of Multicultural Student Programs. (*Campus-Wide Multicultural Development Consulting Service*)
2. Tap into external resources with appropriate expertise on diversity related to race and ethnicity beyond black/white issues; hold a series of campus-wide lectures featuring, Latina/Latino, Asian, Native American, and international scholars. Conduct structured, periodic follow-up and engage in parallel processes and strategies for addressing concerns of Latina/Latino students and students from other racial and ethnic minority groups. Incorporate into the curriculum so students get to discuss these issues in the classroom (*Multicultural Curriculum Transformation Project*)
3. Provide the opportunity for the members of the President's Management Team (PMT) and the Academic Affairs Management Team (AAMT) to examine in-

depth diversity concerns relative to Gallaudet University. This will be lead by a trained facilitator agreed on by the Senior Democracy Council. (*Campus-Wide Multicultural Development Consulting Service*)

4. Create the position: Vice President for Diversity and Inclusion. (See Appendix D).
- B. People want to find capable applicants for open positions who will also add to the diversity of the campus, BUT feel that search and selection processes have been misused to hire friends and/or “figurehead” candidates.

### **Diversity Team Recommendations**

1. Conduct demographic reviews for faculty and staff positions to ensure that there is diversity among those who are hired. Thereafter conduct periodic reviews (every three years). (*Equity Council - in consultation with EEO and HR*)
  2. Conduct salary reviews within the Metropolitan Washington area for faculty and staff positions to ensure that Gallaudet is competitive and to ensure equality of pay within the institution. Thereafter conduct periodic reviews (every three years). (*Equity Council - in consultation with EEO and HR*).
  3. Develop job descriptions in advance of identifying potential candidates for all positions. The description should be developed for the work the campus needs to have done, and should not be designed around a particular person’s skills and qualifications. **All positions must be advertised and competed**, not just announced as a fait accompli. (*Equity Council - in consultation with EEO and HR*).
  4. EEO Officer must have a right to approve search committee compositions and to reject searches for a lack of **diversity in the initial and finalist** pools. Diversity dimensions must be made explicit to include race, gender, and hearing status as well as other categories of identity as described in Gallaudet’s EEO statement. (*Equity Council - in consultation with EEO and HR*)
  5. The position of EEO Officer should be moved to report to the President where he or she can be empowered to make the hard (and fair) decisions that will lead to greater demographic diversity in all areas of the university. (*Campus-Wide Multicultural Organizational Development Consulting Service*)
  6. Include students in search committees for positions of dean and above. (*Equity Council - in consultation with EEO and HR*)
- C. Most faculty and staff understand that *in theory* diversity should include a broader “laundry list” of social and cultural identity categories related to power, privilege, and oppression (LGBT and sex/gender are two that came up a lot [*religious, spiritual, faith-based, and secular tradition issues were also raised and intended to be implied here but were not previously mentioned explicitly, in discussion of this finding it was determined that this issue needed to be expressly mentioned here*]), BUT that *in practice* diversity emerges only as DEAF/HH/hearing status and race. \*\* (See Areas of Concern)

### Diversity Team Recommendations

1. Design, offer and adequately fund public events that show the university's support for inclusion, such as lectures, panels, and other community events. These programs should be permanent, ongoing programs with wide-spread campus community involvement and participation. (*Campus-Wide Multicultural Development Consulting Service*)
  2. Educate people through multicultural programs and workshops. Multiple perspectives of controversial issues should be presented in a manner that is sensitive to all participants. (*Intergroup Dialogue Program*)
  3. Multicultural perspectives should be infused in all curriculum design. (*Multicultural Curriculum Transformation Project/Campus-Wide Multicultural Development Consulting Service*)
  4. Units that are responsible for multicultural initiatives must be adequately funded and made a permanent part of the University budget. (*Campus-Wide Multicultural Development Consulting Service*)
  5. Intergroup dialogues that discuss issues should include all issues related to campus climate. These issues may change over time. (*Intergroup Dialogue Program /Campus-Wide Multicultural Development Consulting Service*)
- D. People feel that equity- and diversity-related roles and functions are currently being managed by people on top of their "regular" responsibilities and, thus lack coordination, BUT feel confident that a centrally coordinated equity and diversity function would strengthen and enhance these efforts.
- E. People believe they can benefit from *basic* education on campus about diversity to counter the "hierarchy of oppression" or "my pain is greater/worse than your pain" (perhaps expressed as Deaf oppressions is worse than race oppression or vice versa) diversity dynamics on campus, BUT they also recognize that this dynamic runs contrary to the goal of building unity through diversity.

### Diversity Team Recommendations

1. Establish a campus-wide multicultural development consulting office. (Skills required must include curriculum development experience and diversity training.) (*Campus-Wide Multicultural Development Consulting Service*)
2. Establish an appropriate Equity Structure for the university that will review policies and procedures. (*Equity Council*.)

### IV. Deaf, Hard of Hearing, Hearing

- A. There is a deep ambivalence about what to do with hearing, white people on campus. People recognize that hearing people, especially hearing white people, have skills that are needed at Gallaudet, BUT bristle when hearing people communicate with each other at Gallaudet in ways that are not only not Deaf-sensitive, but not Deaf-centric. \*\* (See Areas of Concern)

- B. HH people (students, faculty, and staff) all express a sense of not being fully accepted in the Deaf community at Gallaudet because of how they were often mainstreamed in school and their resulting identity and communication norms. They also express not being fully accepted in the hearing community off campus despite how they were often mainstreamed in schools. This duality is often accompanied by concerns about non-fluent use of ASL, voice, and SIMCOM and/or having a hearing aid/cochlear implant. There is some extremely nascent, but positive, discussion of these issues beginning to take place on campus, and most people feel that there is a lot more to be said/explored on this topic.  
\*\* (See Areas of Concern)

### **Diversity Team Recommendations (for IV A, B, C & D)**

1. Provide “Diversity Education and Training” under a centralized office. (*Campus-Wide Multicultural Development Consulting Service*)
    - a. This central office will provide training to both faculty and staff to address inter/intra-group conflicts among members of the Gallaudet community.
    - b. These training programs must have adequate staffing to include personnel with research and assessment skills to evaluate program effectiveness and to collaborate with consortium universities who are involved in similar programs.
    - c. Provide intergroup dialogues to address issues related to inter-group dynamics. Dialogues should become a part of the curriculum through a University Dialogue Program. (*Intergroup Dialogue Program*)
  2. Provide increased training opportunities for: (*Campus-Wide Multicultural Development Consulting Service*)
    - a. Development of leadership skills
    - b. Enhancement of communication skills, both in English and ASL
  3. Mentoring opportunities
    - a. Differentiating mentorship goals so that they can be specific to the broad range of communication modalities, race/ethnicity, geographic location, D/HH/H identity, religion/spirituality, etc. (*Campus-Wide Multicultural Development Consulting Service*)
  4. Clarify the Mission of Gallaudet. \*\* (see Areas of Concern)
  5. Form and promote support groups for individuals who do not always feel welcome at Gallaudet, such as those with cochlear implants and those who are hard of hearing. These could take the form of bag lunches with staff, students, and faculty. (*Campus-Wide Multicultural Development Consulting Service*)
  6. We must find ways to teach how to value, respect, and be courteous to each individual, especially those who feel marginalized on campus. (*Campus-Wide Multicultural Development Consulting Service*)
  7. Conduct research on Gallaudet’s marginalized groups and their treatment on campus. (*Campus-Wide Multicultural Development Consulting Service*)
- C. Hearing people (and some HH people) feel that they are not given enough time to become ASL proficient, at the same time, Deaf people and some HH people do not feel that hearing people are trying hard enough to become ASL proficient; EVERYONE is

frustrated about the issue of ASL proficiency and wants to find a fair and meaningful way to resolve it.

### **Diversity Team Recommendations**

1. The ASL curriculum needs to be reviewed to assure that the courses being offered are meeting the needs of the community. (*Multicultural Curriculum Transformation Project*)
  2. Human Resources needs to be actively involved in encouraging and ensuring that individuals are receiving the opportunity to obtain training to improve their ASL and/or English skills.
  3. ASL classes and related continuing education/training needs to be offered to all employees during their work day, and they must be given release time to take the necessary courses.
- D. There is a deep ambivalence around the role/status/power of interpreters in the campus community. Interpreters are often individuals with organic connections to the Deaf community who care deeply about the campus, BUT their status as usual hearing people can get in the way of their acceptance by Deaf people at Gallaudet (i.e. the perception of their having and/or behaving in a manner that suggests “power over” Deaf and HH people). Further, without some kind of organic relationship to Gallaudet (as opposed to simply the Deaf community), many interpreters consider the campus unfriendly, and even disrespectful, to their profession (i.e., they are “the help”) or skill in their profession (never good enough to capture meaning accurately).

### **Diversity Team Recommendations**

1. Student Affairs should develop an orientation program to help students understand the role of interpreters in the communication process, and how to most effectively use interpreters in an environment that fosters mutual respect. (*Office of Student Affairs in cooperation with Department of Interpretation*)
2. FYE/FYS should evaluate what students are being taught in their curriculum about the use of interpreters and provide appropriate additional exposure and training in this area. (*Multicultural Curriculum Transformation Project in cooperation with the Department of Interpretation*)
3. All new faculty and staff hires should receive training on the role of interpreters in the communication process, and how to most effectively use interpreters in an environment that fosters mutual respect. (*Office of Human Resources in cooperation with Department of Interpretation*)
4. All faculty and staff should be required to attend a workshop every three years to review the role of interpreters in the communication process, and how to most effectively use interpreters in an environment that fosters mutual respect (*Office of Human Resources in cooperation with Department of Interpretation*.)

## V. Bilingualism

There are mixed interpretations of what “bilingual education” means at Gallaudet. Some people believe that it means creating an ASL-dominant, and thus Deaf-centric, environment. Others believe that it means people choosing their preferred mode of communication without pressure, judgment, or ridicule. Almost everyone believes that the campus can avoid problems with its implementations by pro-actively addressing these competing understandings, perhaps through a consensus building dialogue on this topic.

### Diversity Team Recommendations

1. Educate the campus community about Bilingual Education and Bilingualism. (*Campus-Wide Multicultural Development Consulting Service*)
2. Hold dialogues on respect for diverse communication modalities and languages. (*Intergroup Dialogue Program*)
3. Gallaudet must explore and dialogue on the issue of its role in the Deaf community – should we function primarily as a cultural center and/or as a university, and what must we do in order for Gallaudet to survive and prosper? (*Intergroup Dialogue Program*)

## VI. Larger Campus Community

The Clerc Center and MSSD feel disconnected from the main campus of the University, BUT are actively reaching out to the rest of the campus because they strongly desire to strengthen and maintain on-going, close relationships with the rest of Gallaudet.

### Diversity Team Recommendations

1. Develop a system for identifying points of contact (people) for both Gallaudet and the Clerc Center; have these people be responsible for identifying collaborative activities and making the appropriate connections within and across departments. (*Campus-Wide Multicultural Development Consulting Service*)
2. All campus events should be scheduled so that participation is possible for the Clerc Center personnel. Means must be developed to provide flexibility in scheduling for campus-wide events such as the Staff Appreciation BBQ and University Club gatherings.  
Plan Clerc Center/University collaborations to share ways of jointly assisting students (e.g., through the career center, tutorial center, and student internships).

## **\*\* Areas of Concern**

\*Certain issues arose where the Diversity Team was not in agreement with the Consultants on their findings. We have noted these in I C and III C. In addition, one of the recommendations made by the Diversity Team, to re-examine the University's mission statement, will potentially be addressed in the new Long-Range Strategic Planning Initiative (Vision 2020). We felt the need to include these comments (IV A,B) due to the strong feelings of several Diversity Team members.

I C. It was the observation of the consultants that students did not feel fearful in speaking their mind after the protest, however it has been observed by members of the Diversity Team that there are students who were afraid to express their opinions regarding the protest.

III. C. The consultants noted that religious, spiritual and faith-based issues were not explicitly raised during their interviews with the Gallaudet Community, however there were members who did specifically bring up these issues.

IV. A/B. When the original recommendations were proposed by the Diversity Team, one of the recommendations was to re-examine the University Mission Statement, as there was a feeling that it did not address some central ideas of what Gallaudet should become in the future. However, we realize that a great deal of time and effort was spent on developing the recently approved Mission Statement, and it is quite possible that these issues will be addressed in the new Long-Range Strategic Planning Initiative (Vision 2020).

However, questions that we feel are valid and should be considered in the future include the following:

- a. Do the values and philosophy of this community reflect the changes in the population demographics?
- b. Do we want Gallaudet to be "Deaf-centric" and what does this mean/and look like?
- c. Do people have to identify who they are and be required to narrow down their identities and language uses to be accepted or to fit in?
- d. Is Gallaudet's resistance to genuine inclusion a fear/threat of losing cultural traditions/language etc., and/or an example of self/group preservation?
- e. There needs to be a new definition of what the deaf community is that is more inclusive (Cochlear implants are a part of the community, hard of hearing are a part of the deaf community).

## Appendix A

### Component 1: Seven-Point Diversity Agenda

The first component of the Gallaudet Diversity Action Plan is the seven-point diversity agenda shared with the community last summer (2007).

#### **Seven-Point Diversity Agenda**

1. Make children of color academic achievement, K - 12, a priority.
2. Direct the Gallaudet Development Office to make children of color scholarship a priority.
3. Establish a President's Diversity Team.
4. Appoint a person of color to the President's Management Team.
5. Establish measurable targets for the recruitment and retention of faculty and staff.
6. Provide a University-wide training and education program to promote understanding, respect and a commitment to diversity.
7. Seek an active partnership with each of the national deaf organizations.

## Appendix B

### Component 2: Community Process/Democracy Plan

The second component of the Gallaudet Diversity Action Plan is a result of the campus work groups for diversity and healing. It was the strong recommendation of the work groups that we engage in a significant and sustained process of engaging our campus in a continuing dialogue about respect for the diversity of ideas and people at Gallaudet. The work groups recommended that we contract with the nationally known consultant firm, CBG Consultants.

The second component has three phases. The first phase includes a process to learn about issues and climate at Gallaudet related to building a community of respect for all people and ideas. This process includes confidential group and one-on-one interviews with a representative from CBG consultants. Following this, the consultants will train facilitators to help them lead a series of two-hour introductory dialogues. Phase I will conclude at the end of the spring 2008 semester with a town hall meeting to report the preliminary results of the inventory process and learn more about the results of the series of dialogues conducted during the semester. Plans for next phases will be discussed at the town hall meeting.

Phases II and III will focus on building infrastructure that promotes transparency, inclusive participation, equity, and diversity as shared community responsibilities and a way of "Living Team Gallaudet" as the way we do business. The Gallaudet Diversity Team and the president will review the progress and results of Phase I to help guide Phases II and III during the 2008 - 2009 academic year.

## Appendix C

### Component 3: Gallaudet Diversity Team

#### Members of the Gallaudet University Diversity Team

Ann Powell, Chair

Mark Amisshah

William Banks

Barbara Gerner de Garcia

Elvia Guillermo

James Harrison

Kimberly Huseby

Alesia Howard

Jane Hurst

Tracey Kempton

Eileen Matthews

Angela McCaskill

Sharrell McCaskill

Janice Mitchell

Gina Olivia

Michael Peterson

Francesca Rangel

Hector Reynoso

Darrin Smith

Carlene Thumann-Prezioso

Paula Tucker

Hatim Vali

Ron Wesley

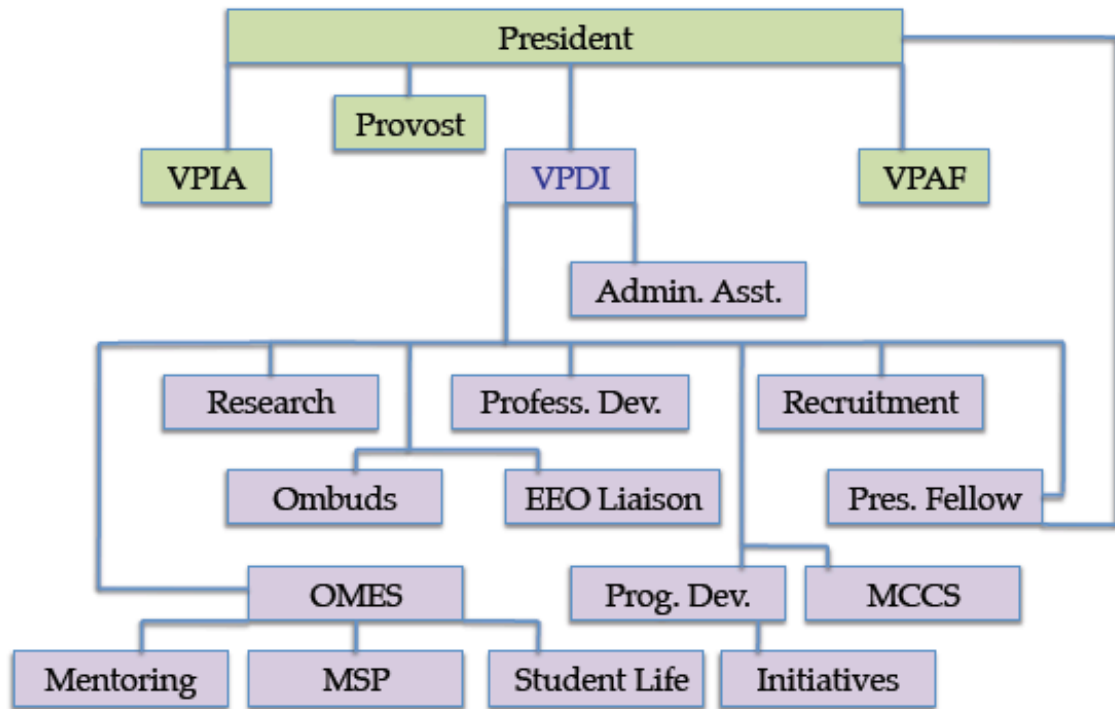
Cheryl Wu

#### *Gallaudet Diversity Team Responsibilities:*

- The team serves as an advisory group to the President and monitors the progress of the Gallaudet Diversity Action Plan.
- The team serves as a communication liaison with the campus community.
- The team serves as an advocate for ongoing and sustainable action that will address issues of diversity and respect at Gallaudet.
- The team will review the results of various activities and provide the president with feedback and recommendations.

### Appendix D

Proposed Office for a Vice President for Diversity and Inclusion



**Gallaudet Presidential Democracy Plan**  
**Submitted by**  
**Christine Clark, Ed.D., Mark Brimhall-Vargas, M.P.P., and Mary Graham-Fisher, B.A.**  
**(CBG Consulting Group)**  
**in partnership with the Gallaudet**  
**Graduate School and Professional Programs (GSPP),**  
**the Special Assistant to the President, the Presidential Leadership Fellow for Diversity**  
**Initiatives, and the President's Diversity Team**

## **Introduction**

The **Gallaudet Presidential Democracy Plan** has three major components—an inventory component, and equity component, and a diversity component. Each component can stand alone, or be integrated with one or both of the other two. The Plan was designed this way to offer the campus choices for how to go about implementing—one step at a time (in a more linear way), all three steps concomitantly (in a more holistic fashion), or some combination of steps in sequence and/or concert (in a hybrid manner).

### Inventory Component

The inventory component, called the Post-Protest Democratic Community Building Inventory, is designed to gather baseline information about how to best engage students, staff, faculty, alumni, parents, and local residents in the 'New Gallaudet' / 'Team Gallaudet' democratic decision-making infrastructure-building and vetting process. The execution of this Inventory will, in and of itself, be a democratic community building activity—one that communicates to the Gallaudet family as a whole (on and off campus, locally and around the world), that democracy, equity, and diversity are 'community responsibilities,' not the purview or turf of one person, group, or office. As such, they require community engagement. In undertaking this inventory, we, the consultant group, will work very closely and in a highly collaborative fashion with Gallaudet students, staff, faculty, alumni, parents, and community stakeholders. In building this partnership, we walk the talk of the 'cross-training' model of education for which Gallaudet is seeking to begin to implement—a model through which we, as outsiders to the university community become educated about and, therefore, allies to Deaf, deaf, and Hard-of-Hearing people in their struggle for full access to, and inclusion in, schools and society at large, at the same time that we educate the Gallaudet community in our areas of expertise, in this case campus-wide equity and diversity work (multicultural organizational development). This activity will be undertaken collaboratively by the CBG Consulting Group, and the Graduate School and Professional Programs. *This activity is designed to support President Davila's Agenda item two focused on promoting a shared understanding and ownership of Gallaudet's mission.*

### Equity and Diversity Component

At the conclusion of the inventory period, the information collected through the inventory will be utilized in the development and implementation of four primary democratic community-building activities. These activities are divided into the other two major component areas of the Plan—the equity component area and the diversity component area. The equity area activities include the establishment of a Gallaudet Equity Council and a Gallaudet Congress. *These activities are designed to support President Davila's Agenda item five focused on improving shared governance at Gallaudet.* The diversity area activities involve the founding of a Gallaudet Center for the Study and Practice of Diversity in a Democratic Community and the execution of a Davila Equity and Diversity Impact Study. *These activities are designed to support President Davila's Agenda items one, three, and four, increasing the respect and value for the diversity of people and ideas, improving student retention (especially for students of color), and building support for research that promotes academic rigor and a culture of excellence, respectively.*

## Equity

### *Equity Activity One*

The Gallaudet Equity Council, co-chaired by the Special Assistant to the President, the Presidential Leadership Fellow for Diversity, and the EEO/AA Officer, would include a single, locally elected representative from each academic department and co-curricular unit. This body will integrate and monitor compliance with the 'Davila Rule' in all exempt-level search and selection processes. The 'Davila Rule' will require that there be at least one meaningfully qualified person of color in the interview pool for all open professional staff and faculty positions. To avoid the potential for this rule to lead to tokenism, the Council will work with search committees to build relationships with higher education institutions across the country with high percentages of graduate student and employees of color,\* especially institutions where there are also well-established programs and services for Deaf, deaf, and Hard-of-Hearing people.\*\* By building these staff and faculty employment pipelines to Gallaudet from these institutions, simultaneous employment pipelines for Gallaudet graduates will also be built back to these institutions. The Council will also educate search committee chairs and members about how to assess candidate qualifications from a sophisticated multiculturally-responsive perspective. The Council will also be the third level appeal hearing body for complaints of discrimination and harassment that cannot be successfully resolved through existing lower level dispute resolution processes (the level of origin of the dispute and the Human Resources level). Providing this extra level of appeal—through this 'Davila Trifecta Appeal Process' (modeled after the federal government's appeals procedure)—will simultaneously provide the university with vicarious liability protection (effectively reducing the likelihood that complaints will be litigated externally), and the university community with an additional option for having concerns heard and resolved (effectively enhancing the campus climate for equity).

### *Equity Activity Two*

The establishment of a Gallaudet Congress requires the concomitant establishment of a Non-Exempt/Exempt Staff Senate. With the establishment of this staff senate, all Gallaudet constituent groups will have their own deliberative decision-making bodies. These bodies are/will be: the undergraduate student government (SBG), the graduate student government (GSA), the newly formed Non-Exempt/Exempt Staff Senate (NEESS), the Faculty Senate, the Alumni Association, the Parents Organization, and the Northeast Washington, D.C. Neighborhood Organization. Accordingly, one or, where appropriate,\*\* two locally elected representatives from each of these multi-constituent deliberative bodies would serve two year terms on the President's Senior Democracy Committee. In addition to these representatives, the Special Assistant to the President, the Presidential Leadership Fellow for Diversity, and the members of the President's Diversity Team would serve alongside the President on this Committee. Through this Committee, concerns from each constituent group body can be raised and responded to; at the same time, leadership concerns can be communicated from this Committee to the appropriate constituent group body. Additionally, decisions that have campus-wide impact can be vetted through the entire Congress to enhance constituent group buy-in to and engagement in campus life and community building.

### *Equity Activities Summation*

Together, the Gallaudet Equity Council and Congress support President Davila's Diversity Plan item four, which is dedicated to ensuring that every academic department and co-curricular unit meets its responsibility to be diverse in its employee composition.

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\*For example, Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges, among others.

\*\*For example, institutions with: 1) established Deaf Studies programs; 2) communications, counseling, education, etc., programs with coursework focusing on service provision to Deaf and Hard-of-Hearing communities; 3) robust disability support services; high populations of Deaf and Hard-of-Hearing students and/or employees on campus and/or in the local community, local public schools, and/or nearby Deaf school.

\*\*\*There should be two representatives from the staff senate, one non-exempt level and one exempt level, and two representatives from the faculty senate, one undergraduate faculty and one graduate faculty.

*Diversity Activity One*

The Gallaudet Center for the Study and Practice of Diversity in a Democratic Community will have a two-fold mission—a research fold and a practice fold. In the research fold, the Center will undertake scholarly inquiry (and related publication in refereed journals and presentation at local, regional, and national conferences) in areas which seek to: 1) promote access for multicultural Deaf, deaf, and Hard of Hearing people in schools and society; 2) close (eliminate) the minority student achievement (performance) gap (especially in the Deaf, deaf, and Hard-of-Hearing arena); and , 3) build (ensure) minority student academic success (again, especially in the Deaf, deaf, and Hard-of-Hearing arena). In the practice fold, the Center will establish and institutionalize four primary initiatives: 1) a Gallaudet-adapted and -uniquely responsive version of the University of Maryland Baltimore College (UMBC) Minority Student Recruitment and Retention Program (as pioneered by current UMBC President, Freeman Hrabowski); 2) a Gallaudet student, staff, faculty, alumni, and local community member Intergroup Dialogue Program; 3) a Gallaudet Faculty Multicultural Curriculum Transformation Project, and, 4) a Gallaudet Campus-Wide Multicultural Organizational Development Consultation Service. All of these activities will be undertaken collaboratively by the CBG Consulting Group and the Graduate School and Professional Programs.

The Gallaudet Minority Student Retention Program will draw on an array of best practice models for retaining and graduating student of color in higher education, most notably the UMBC model. Additionally, this Program will seek federal funding to establish the full compliment of pre-college and in-college TRIO support initiatives generally associated with successful minority student recruitment and retention. Finally, this program will develop and operationalize an effective outreach protocol for reaching Deaf, deaf, and Hard-of-Hearing students of color in urban public schools, as well as in Deaf schools, recruiting them, and working to ensure that they graduate in a timely fashion. This Program will adopt the philosophy of other elite private schools: once a student is accepted to Gallaudet, a student will graduate from Gallaudet—attrition is not normal or acceptable, failure is not an option.

The Gallaudet Intergroup Dialogue Program will bring together diverse groups of participants from across the campus' various stakeholder communities, to engage them in discussion of issues related to their diversity, broadly conceptualized (i.e., across race; geographic origin; social class; gender; sexual orientation; Deaf, deaf, Hard-of-Hearing, or hearing status; religious, spiritual, or secular affiliation; physical, developmental, psychological ability; etc.). The purpose of intergroup dialogue is to enable its participants to develop comfort with, and skill for, discourse on difficult topics toward the end of fostering positive, meaningful, and sustained cross-group relationships. More specifically, intergroup dialogue is a collaboratively structured form of group conversation characterized by participants' willingness to "listen for understanding." It is different from discussion, where participants generally engage in serial monologuing—each offering their perspective on a given topic, as well as from debate, where participants typically learn to "listen to gain advantage—each seeking to trump the perspectives offered by others on a given topic. The goal of intergroup dialogue is for participants in it to build increased intra- and cross-group awareness, knowledge, and understanding.

The Gallaudet Faculty Multicultural Curriculum Transformation Project will provide faculty on-campus access to a rich array of professional development and continuing education opportunities dedicated to helping them to learn how to develop and implement multiculturally-oriented curricula content, pedagogical approaches, and methods of evaluating student learning and teaching effectiveness across academic levels and disciplines. Related to these opportunities, it will offer faculty additional opportunities to learn how to build ever more positive relationships with an increasingly diverse student body, and how to create ever more supportive educational environments for those relationships to take hold in their classrooms. In sum, this Project will provide faculty immediate and sustained access to resources dedicated to supporting them in

developing effective approaches to multicultural curriculum transformation, applicable across academic subject areas, at both the undergraduate and graduate level.

The Gallaudet Campus-Wide Multicultural Organizational Development Consultation Service will provide all members of the Gallaudet campus community access to a range of tools to enable them—as individuals and as members of groups—to develop awareness, knowledge, and understanding of how differing personal and cultural identities impact interpersonal relationship dynamics, as well as larger classroom, co-curricular, and workplace dynamics, in order to take full advantage of—maximize—the positive impact of these differences. These uniquely tailored and specially geared diversity coaching sessions and trainings are designed for individuals and groups across campus who are seeking guidance in responding to their own diversity challenges in effective, proactive ways.

#### *Diversity Activity Two*

Finally, the Davila Equity and Diversity Impact Study will ensure the Davila presidential legacy and Gallaudet's future stability by enabling the university to document the positive improvement in campus climate and increased quality of service provision as a direct result of implementing this Plan. By using the baseline data gathered in the Inventory component of the plan as a point of comparison, this study will illustrate the tremendous impact that, with strong leadership support, a democratically engaged campus-wide equity and diversity initiative can have on the overall growth, as well as growth in prestige and prominence, of a university community. In this way, Gallaudet can be among the higher education leaders in the nation in powerfully demonstrating that academic excellence *requires* equity and diversity. This activity will be undertaken collaboratively by the CBG Consulting Group and the Graduate School and Professional Programs.

#### *Diversity Activities Summation*

Together, the Gallaudet Center for the Study and Practice of Diversity in a Democratic Community and Davila Equity and Diversity Impact Study support President Davila's Diversity Plan items one, six, and seven which are dedicated to: a) making minority achievement Gallaudet's highest priority; b) establishing university-wide programs that promote understanding of, and commitment to, diversity; and, c) building partnerships—working relationships—with various national organizations.

## GALLAUDET PRESIDENTIAL DEMOCRACY PLAN TIMELINE NOVEMBER 2007-DECEMBER 2009

### Post-Protest Democratic Community Building Inventory—7 Months/CBG Consulting Group & Graduate School and Professional Programs

#### Phase 1—PRE-INVENTORY—1 Months—November 2007

- Meet with a variety of Gallaudet University campus constituents to help Gallaudet University identify “barriers to community building” and “new strategies for effective team building” on campus
- Help Gallaudet University determine the importance of identified “barriers to community building” and “new strategies for effective team building” to democratic decision-making, equity, diversity, and the academic future of the institution
- Review results of all Gallaudet University climate assessments (*names and years of assessments to be delineated*) and/or related reports/materials and evaluate them with respect to the full compliment of social identities included under the rubrics of “equity and diversity,” at the same time paying special attention on Deaf, deaf, Hard-of-Hearing, and hearing identity concerns
- Review all past and on-going campus projects with an eye toward equity and diversity (*names, years, and types of projects to be delineated*)
- Help Gallaudet University gather and organize vehicles through which the Inventory will be carried out (pre-advertising, actual execution, and post-dissemination of results)
  - Build research/IT partnership for web-based and face-to-face (individual and group) Inventory tools
  - Build reliable e-mail lists
  - Build reliable and meaningful (cost-effective) snail mailing lists
  - Build lists of campus equity and diversity constituents
    - Identify individuals/groups through notable campus activities and natural and/or important group delineations
  - Establish participation incentives (i.e., release time from class or work, free lunch coupons to an area restaurant, bookstore discount, etc.)

#### Phase 2—INVENTORY TOOLS DEVELOPMENT 1 Month—December 2007

- Design core and differential Inventory questions for various campus constituents for on-line and face-to-face tools
- Pilot on-line Inventories, prepare face-to-face Inventories
- Help Gallaudet University identify “best practices” for Inventory follow-up to ensure 75% return/completion/participation rate to establish a reliable and valid sub-sample

#### Phase 3—INVENTORY PUBLICITY, IMPLEMENTATION, & FOLLOW-UP—3 Months—January, February, March 2008

- Gallaudet University publicity blitz of identified campus constituents regarding the Inventory, its purpose, the importance of participation, other incentives for participation, methods of participation, access to participation
- Help Gallaudet University launch on-line Inventories, execute face-to-face Inventories
- Help Gallaudet University engage in intensive Inventory launch follow-up to garner high return rate

#### Phase 4—DATA-ANALYSIS & INTERIM REPORT WRITE-UP—2 Months—April 2008

- Help Gallaudet University review and analyze all data gathered through pre-Inventory activities, on-line and face-to-face Inventories
- Write-up Inventory findings in a interim report—inclusive of a succinct executive summary—in which specific finding themes related to campus equity and diversity are revealed from a variety of salient disaggregated data views

#### Phase 5—INVENTORY REPORT DISSEMINATION & CAMPUS/COMMUNITY DIALOGUES ON RECOMMENDATIONS—1 Month—May 2008

- Help Gallaudet University strategically disseminate interim report/executive summary with finding themes to key campus and external constituent group members
- Help Gallaudet University to publicize, execute, and document outcomes of a series of campus dialogues on the interim report
- Write-up Inventory findings in a comprehensive final report—inclusive of a succinct executive summary—in which specific recommendations related to campus equity and diversity are made; dovetail recommendations with the other components of the Plan
- Help Gallaudet University to execute the other components of the Plan based on the interim report dialogue outcomes and final report recommendations

#### INVENTORY PROJECT FEES—\$100,000

- Consultants/Investigators (3)
  - Phase 1 (all—6 days each), Phase 2 (all—4 days each), Phase 3 (all—6 days each), Phase 4 (all—4 days each), Phase 5 (all—5 days each)
    - \$100/hour each, 25 days@8 hours/day; \$60,000 total
  - 5 Round-Trip Coach Airfares for one Consultant/Co-Investigator @ \$400 each; \$2,000 total
- Information Technology Support Services
  - \$3,000 (in addition to those provided by Gallaudet's IT staff, and/or for which Gallaudet's IT staff will charge a fee-for-service, also for software purchase/licensing fees, etc.)
- Public Relations and Marketing, Miscellaneous Supplies, Administrative Support, and Overhead
  - \$10,000
- Participation Incentives (for campus constituents/stakeholders)
  - \$25,000

**Gallaudet Equity Council—7-8 Months/Special Assistant to the President, Presidential Leadership Fellow for Diversity, EEO/AA Officer**

Phase 1—FORMATION—November 2007

- Disseminate Call for Local Elections
- Support Execution of Elections as Needed
- Assemble Electees
- Engage in Council Relationship Building Activities

Phase 2—CHARGE & DEVELOPMENT—December 2007

- Charge Council with Formal Visioning of:
  - Davila Rule
  - Davila Trifecta Appeals Process
- Collaboratively Develop Draft Descriptions of Davila Rule and Davila Trifecta Appeals Process

Phase 3—DISSEMINATION & FORMALIZATION—January 2008

- Disseminate Drafts to the Campus Community (Week 1)
- Solicit Campus Feedback on Drafts, Edit Accordingly into Final Drafts (Week 2)
- Submit Final Drafts through Campus Formal Decision Making Processes for Official Vetting (Week 2)
- Announce Formal Implementation of Davila Rule and Davila Trifecta Appeals Process (Week 4)

Phase 4—PIPELINE INITIATION—February, March, April, May 2008

- Build Reciprocal Pipelines to Facilitate Success of the Davila Rule
- Develop Pipeline Directory and Post to Web

Phase 5—ROUTINIZATION—Summer 2008—Forward

- Meet Monthly to Discuss and Work Through Local and Campus-Wide Equity Issues
- Review Search and Selection Decisions, Assess Davila Rule Impact
- Maintain and Build Pipeline Relationships, Update Directory Accordingly
- Referee Appeals, Render Decisions

**Gallaudet Congress—7 Months/Special Assistant to the President, Presidential Leadership Fellow for Diversity, President's Diversity Team**

Phase 1—NON-EXEMPT / EXEMPT STAFF SENATE FORMATION & ROUTINIZATION—November, December 2007

- Disseminate Call for Elections for Ten Non-Exempt and Ten Exempt Staff Senators
- Support Execution of Elections as Needed
- Assemble Electees
- Engage in Senate Relationship Building Activities
- Facilitate Senate By-Laws Development
- Elect Officers

Phase 2—CONGRESS FORMATION & ROUTINIZATION—January, February, March 2008

- Disseminate Call for Elections for Four Congressional Representatives from Each of the Following Representational Bodies:
  - Undergraduate Student Government (SBG)
  - Graduate Student Government (GSA)
  - Non-Exempt / Exempt Staff Senate (NEESS)
  - Faculty Senate
  - Alumni Association
  - Parents Organization
  - Northeast Washington, D.C. Neighborhood Organization
- Support Execution of Elections as Needed
- Assemble Electees
- Engage in Congress Relationship Building Activities
- Facilitate Congress By-Laws Development
- Elect Officers

Phase 3—PRESIDENT'S SENIOR DEMOCRACY COMMITTEE FORMATION & ROUTINIZATION—April, May 2008

- Disseminate Call to Congressional Bodies for Election of Committee Representatives
- Support Execution of Elections as Needed
- Assemble Electees
- Engage in Committee Relationship Building Activities
- Receive President's Committee Charge
- Establish Meeting Schedule
- Receive Congressional Concerns, Respond Accordingly
- Render Decisions, Disseminate Disclosure of Accordingly

**Gallaudet Center for the Study and Practice of Diversity in a Democratic Community—15 Months/CBG Consulting Group & Graduate School and Professional Programs**

Phase 1—VISIONING—3 months, June, July, August 2008

- Help Gallaudet identify potential donors/grantors for the Center
- Help Gallaudet develop and disseminate a Case Statement, and follow up with calls to program officers, etc.
- Help Gallaudet identify other revenue generating endeavors for the Center

Phase 2—FUNDING PROCUREMENT—3 months, September, October, November 2008

- Help Gallaudet with the actual center grant-writing, particularly draft review, feedback, and refinement
- Help Gallaudet develop a plan for institutionalizing the Center, including ideas for securing self-sustaining funds
- Help Gallaudet anticipate, minimize, and successfully negotiate any concerns that emerge in relationship to the establishment of the Center

Phase 3—PHYSICAL AND FUNCTIONAL STRUCTURE DEVELOPMENT—2 months, December 2008, January 2009

- Help Gallaudet identify and secure appropriate physical space location and arrangements for the Center
- Help Gallaudet develop a governance structure for the Center, inclusive of staffing arrangements (and search and selection protocols and criteria if new staff will be hired to run the Center)

Phase 4—PROGRAM DEVELOPMENT AND MARKETING—4 months, February, March, April, May 2009

- Help Gallaudet develop and implement a marketing plan for the Center and its programs
- Help Gallaudet develop the Center's comprehensive menu of programming (in both the research and practice areas as articulated in the Introduction, above) and the Center staff's capacity to implement it and future innovations

Phase 5—PROGRAM ASSESSMENT AND EVALUATION & STRATEGIC PLANNING—3 months, June, July, August 2009

- Help Gallaudet develop comprehensive assessment and evaluation measures for all aspects of the Center's functioning
- Help Gallaudet to develop a future directions/strategic/five-year plan for the Center

Miscellaneous

- Help Gallaudet with the writing of periodic grant reports on the status of the development of the Center

**CENTER PROJECT FEES—\$110,000**

- Consultants/Trainers (3)
  - Estimated 20 hours per month, per consultant @ \$100 an hour (for time and overhead costs associated with on-going background research, pre and post Gallaudet visit preparation, and/or in actual consultation off-site and at Gallaudet); \$6000 per month, \$30,000 per trainer total, \$90,000 total
  - Monthly Round-Trip Coach Airfares for one Consultant/Trainer @ \$400 each per month; \$6,000
- Public Relations and Marketing, Miscellaneous Supplies, Administrative Support, and Overhead
  - \$14,000

## Davila Equity and Diversity Impact Study—4 Months/CBG Consulting Group & the Graduate School and Professional Programs

Phase 1 & Phase 2—PRE-STUDY & STUDY TOOLS DEVELOPMENT—1 Month—September 2009

- Help Gallaudet University gather and organize vehicles through which the Study will be carried out (pre-advertising, actual execution, and post-dissemination of results)
  - Build research/IT partnership for web-based and face-to-face (individual and group) Study tools
  - Build reliable e-mail lists
  - Build reliable and meaningful (cost-effective) snail mailing lists
  - Build lists of campus equity and diversity constituents
    - Identify individuals/groups through notable campus activities and natural and/or important group delineations
  - Establish participation incentives
- Design core and differential Study questions for various campus constituents for on-line and face-to-face tools
- Prepare on-line and face-to-face Study tools
- Help Gallaudet University identify “best practices” for Study follow-up to ensure 75% return/completion/participation rate to establish a reliable and valid sub-sample

Phase 3—INVENTORY PUBLICITY, IMPLEMENTATION, & FOLLOW-UP—1 Month—October 2009

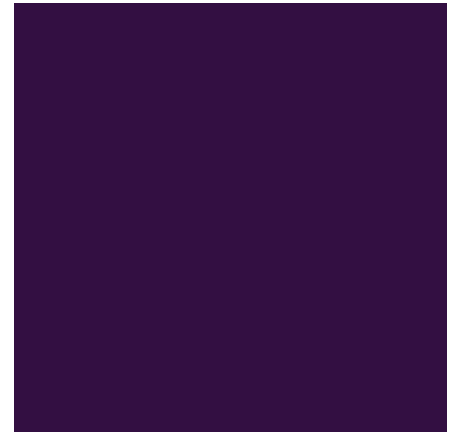
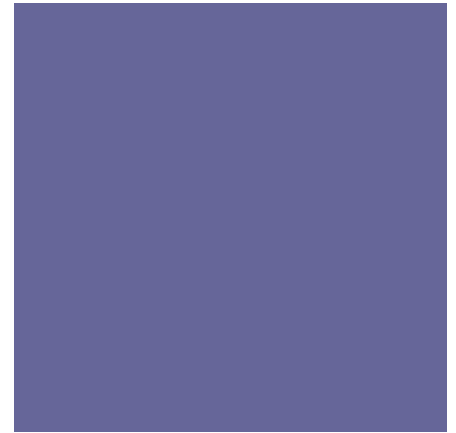
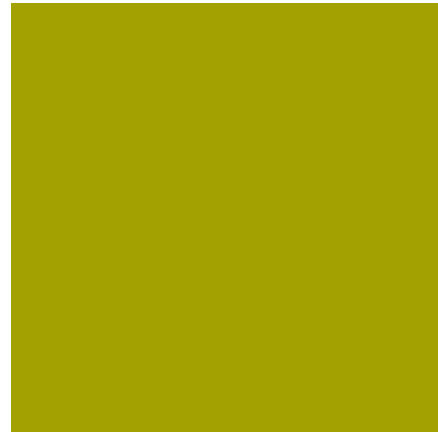
- Gallaudet University publicity blitz of identified campus constituents regarding the Study, its purpose, the importance of participation, other incentives for participation, methods of participation, access to participation
- Help Gallaudet University launch on-line Study tools, execute face-to-face Study tools
- Help Gallaudet University engage in intensive Study launch follow-up to garner high return rate

Phase 4 & Phase 5—DATA-ANALYSIS & INTERIM REPORT WRITE-UP, & INVENTORY REPORT DISSEMINATION & CAMPUS/COMMUNITY DIALOGUES ON RECOMMENDATIONS—2 Months—November, December 2009

- Help Gallaudet University review and analyze all data gathered through pre-Study activities, on-line and face-to-face Study tools
- Write-up Study findings in a interim report—inclusive of a succinct executive summary—in which specific finding themes related to campus equity and diversity are revealed from a variety of salient disaggregated data views
- Help Gallaudet University strategically disseminate interim report/executive summary with finding themes to key campus and external constituent group members
- Help Gallaudet University to publicize, execute, and document outcomes of a series of campus dialogues on the interim report
- Write-up Study findings in a comprehensive final report—inclusive of a succinct executive summary—in which the specific impact of the Presidential Democracy Plan under President Davila’s interim term is documented in relationship to campus equity and diversity;

## STUDY PROJECT FEES—\$30,000

- Consultants/Investigators (3)
  - Phase 1 & Phase 2 (all—3 days each), Phase 3 (all—2 days each), Phase 4 & Phase 5 (all—3 days each)
    - \$100/hour each, 8 days@8 hours / day; \$19,200 total
  - 4 Round-Trip Coach Airfares for one Consultant/Co-Investigator @ \$400 each; \$1,600 total
- Information Technology Support Services
  - \$1,200
- Public Relations and Marketing, Miscellaneous Supplies, Administrative Support, and Overhead
  - \$3,000
- Participation Incentives (for campus constituents/stakeholders)
  - \$5,000

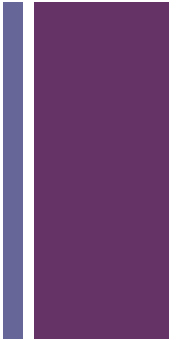


# Gallaudet Town Hall Meeting

May 6, 2008  
CBG Consulting Team

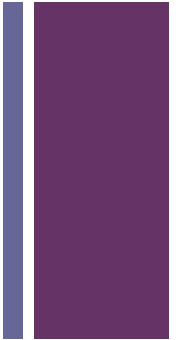
# + Contextualizing the Data

- This data is derived from CLIMATE interviews, not fact-based investigations; this does not mean that the data are either factual or unfactual, **but it does mean that they are, to some extent, unverified.** Nonetheless, they are representative of the multiple, complex perceptions of diversity-related climate concerns that exist within the Gallaudet campus community.



# + Contextualizing the Data

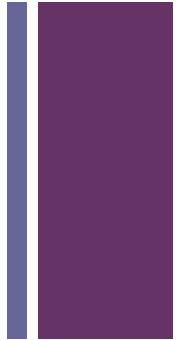
- It is important to note that perception is reality until it is checked (U.S. Justice Department).



# + Contextualizing the Data

- The process through which the consultants engaged the campus community (i.e., confidential face-to-face interviews (of individuals and groups), written communication via e-mail, and online surveys) was designed to solicit and collect perceptions about climate, not to determine the veracity of those perceptions. *In essence, in presenting this summary of findings, the consultants are holding up mirror like prism through which the Gallaudet community can view themselves from multiple, **complementary** and **competing**, points of refraction.*

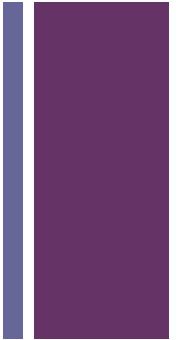
# + Contextualizing the Data



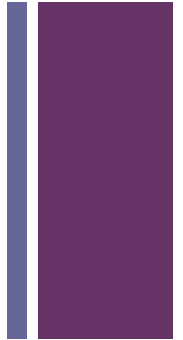
- While we (the consultants) are engaging the campus community in this climate process, several other things are happening on campus:
  - a series of hate/bias incidents occur;
  - the MSCHE accreditation work is being undertaken;
  - there are negative reports about the university's accreditation situation in the media; etc.
  - People eagerly join the ad hoc Diversity Team (about 25 to date)
  - People enthusiastically volunteer for the Dialogue Facilitator Training (about 40 to date)
  - More than 150 people participate in the Campus-Wide Dialogue

# + Contextualizing the Data

- If you keep the confluence of all of these occurrences in mind, when you look at the data, this data should not only not be a surprise to you, but understandable

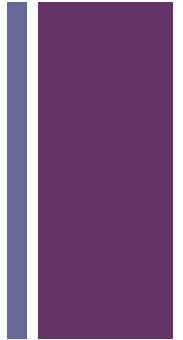


# + Contextualizing the Data



- So, while it is true that quite a bit of the data is not yet different from data collected previously, what is different is:
  - there seems to be a general institutional willingness to set up “something permanent” (for example, a campus-wide intergroup dialogue program) that will allow Gallaudet to finally address and resolve the problems the data point to

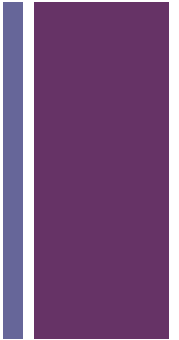
# + Contextualizing the Data



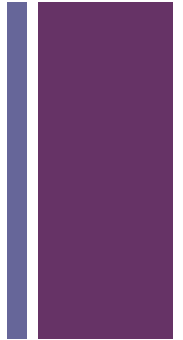
- Again, while a lot of the data is not markedly different from data collected previously, what is different is that:
  - there is a cautious, albeit fragile, optimism that came out in the climate interviews
    - while the participants self-selected and, thus might easily be assumed to have an axe to grind, that was not our (the consultants) experience of where people were coming from in these interviews
    - thus what might appear to be negative commentary should be understood as honest concern, thoughtful reflection, and sincere engagement

# + Contextualizing the Data

- Taking all of these things into consideration, we (the consultants) felt that it was important for us to keep two things in mind as we present this data to you:
  - People know what they told
  - So while some of the data may be difficult to accept, to continue to nurture that cautious optimism, it is paramount that the campus be willing to honestly engage this data in order to develop concrete strategies that address the problems identified



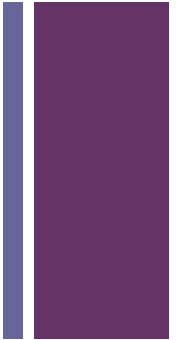
# + Summary Finding Areas



- Since the Protest
- Student-specific Issues
- Understanding Diversity
- Bilingualism
- Deaf, Hard-of-Hearing, Hearing
- Larger Campus Community

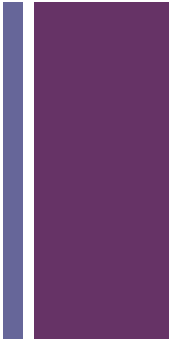
# + Since the Protest

- There is a mixed sense of whether things are “better” at Gallaudet in the wake of the protest. **There is some optimism, though it is extremely cautious and fragile (largely from faculty and staff), but there is also a lot of skepticism (largely from students), and yet students are still actively engaged in campus life**



# + Since the Protest

- There is a widespread sense that there are *still* serious communication problems on campus (related to access to, and dissemination of, information), BUT they are related to the “mechanics” of communication (i.e., not identity based, not related to Deaf/HH/hearing status and/or communication mode)

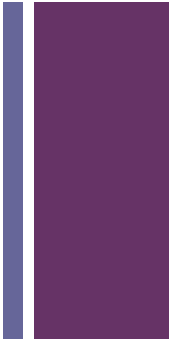


# + Since the Protest

- There is still a LOT of fear on the part of faculty and staff around speaking one's mind and being the target of retaliation or reprisal, and a sense that there is a general lack of civility on campus; **BUT** this is felt regardless of the position taken during the protest, regardless of race and Deaf/HH/hearing status, and regardless of positionality on campus (faculty (tenured and untenured), staff at all levels (including professional staff in leadership positions); **AND students do not generally feel this fear**

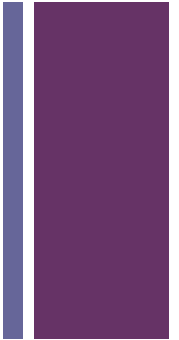
# + Student-specific Issues

- Leadership in the SBG is perceived to be overtly hostile to student of color organizations and this is a perception that is held not only by students of color, but also white students, and not only by students, but also by faculty and staff (both faculty of color and white faculty); BUT there is a strong sense sense from students that this can be resolved with guidance from faculty and staff

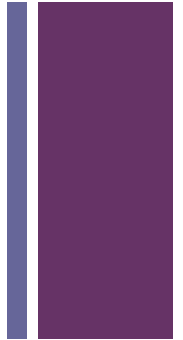


# + Student-specific Issues

- Classified staff who are primarily people of color and hearing, feel profoundly mistreated by Deaf and white students, BUT this is not a Gallaudet-specific problem, **so while it *absolutely* needs to be addressed**, it is not an issue connected to the protest



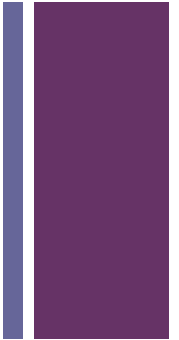
# + Understanding Diversity



- Among white people AND people of color, there is a sense that at Gallaudet race-based concerns focus on U.S. born black people, and that this focus is situated within a Black/White racial paradigm. Other people of color, Latinas/Latinos in particular, feel that their issues are not of concern and, therefore, are not being addressed. The sense of an Asian Pacific American presence on campus is zero. Recently, Latina/Latino students have begun to raise their concerns and parts of the campus are beginning to develop strategies for responding to, and eventually addressing, these concerns

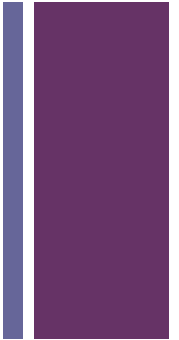
# + Understanding Diversity

- Most faculty and staff understand that *in theory* diversity should include a broader “laundry list” of social and cultural identity categories related to power, privilege, and oppression (LGBT and sex/gender are two that came up a lot), **BUT that *in practice* diversity emerges only as Deaf/HH/hearing status and race.**



# + Understanding Diversity

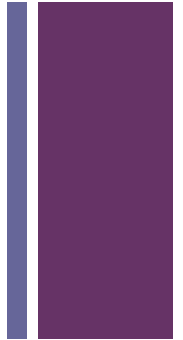
- People want to find capable applicants for open positions who will also add to the diversity of the campus, **BUT feel that search and selection processes have been misused to hire friends and/or “figurehead” candidates**



# + Understanding Diversity

- People feel that equity- and diversity-related roles and functions are currently being managed by people on top of their “regular” responsibilities and, thus, lack coordination, BUT feel confident that a centrally coordinated equity and diversity function would strengthen and enhance these efforts

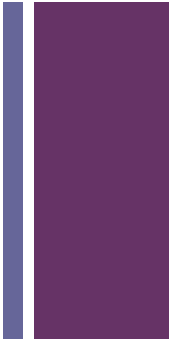
# + Understanding Diversity



- People believe they can benefit from *basic* education on campus about diversity to counter the “hierarchy of oppression” or “my pain is greater/worse than your pain” (perhaps expressed as Deaf oppression is worse than race oppression or visa versa) diversity dynamic on campus, BUT they also recognize that this dynamic runs contrary to the goal of building unity through diversity.

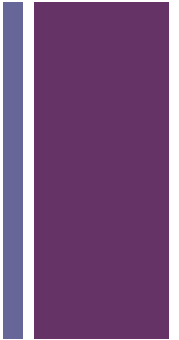
# + Bilingualism

- There are mixed interpretations of what “bilingual education” means at Gallaudet. Some people believe that it means creating an ASL-dominant, and thus Deaf-centric, environment. Others believe that it means people choosing their preferred mode of communication without pressure, judgment, or ridicule. **Almost everyone believes that the campus can avoid problems with its implementation by pro-actively addressing these competing understandings, perhaps through a consensus building dialogue on this topic.**



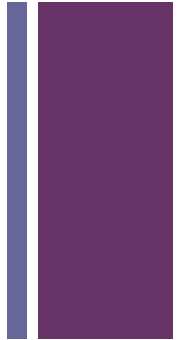
# + Deaf, Hard-of-Hearing, Hearing

- There is deep ambivalence about what to do with hearing, white people on campus. People recognize that hearing people, especially hearing white people, have skills that are needed at Gallaudet, BUT bristle when hearing people communicate with each other at Gallaudet in ways that are not only not Deaf-sensitive, but not Deaf-centric.





# Deaf, Hard-of-Hearing, Hearing



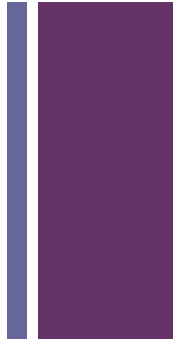
- HH people (students, faculty, and staff) all express a sense of not being fully accepted in the Deaf community at Gallaudet because of how they were often mainstreamed in school and their resulting identity and communication norms. They also express not being fully accepted in the hearing community off campus despite how they were often mainstreamed in schools. This duality is often accompanied by concerns about non-fluent use of ASL, voice, and SIMCOM and/or having a hearing aid/cochlear implant. There is some extremely nascent, but positive, discussion of these issues beginning to take place on campus, and most people feel that there is a lot more to be said/explored on this topic.

# + Deaf, Hard-of-Hearing, Hearing

- Hearing people (and some HH people) feel that they are not given enough time to become ASL proficient, at the same time that Deaf people and some HH people do not feel that hearing people are trying hard enough to become ASL proficient; **EVERYONE** is frustrated about the issue of ASL proficiency and wants to find a fair and meaningful way to resolve it.



# Deaf, Hard-of-Hearing, Hearing



- There is deep ambivalence around the role/status/power of interpreters in the campus community. Interpreters are often individuals with organic connections to the Deaf community who care deeply about the campus, BUT their status as usually hearing people can get in the way of their acceptance by Deaf people at Gallaudet (i.e. the perception of their having and/or behaving in a manner that suggests “power over” Deaf and HH people). Further, without some kind of organic relationship to Gallaudet (as opposed to simply the Deaf community), many interpreters consider the campus unfriendly, and even disrespectful, to their profession (i.e., they are “the help”) or skill in their profession (never good enough to capture meaning accurately).

# + Larger Campus Community

- The Clerc Center and MSSD feel disconnected from the main campus of the University, BUT are actively reaching out to the rest of campus because they strongly desire to strengthen and maintain on-going, close relationships with the rest of Gallaudet

