

# Diversity, Equity, and Inclusion Annual Report

Academic Year 2022-2023

#### Compiled by

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# Wichita State College of Fine Arts

## Overview

The College of Fine Arts (CFA) at Wichita State University is comprised of four schools: The School of Art, Design, and Creative Industries (ADCI), The School of Digital Arts (SODA), The School of Music (SoM), and the School of Performing Arts (SPA). In the spring of 2022, Dean Rodney Miller (retired June 2023) asked SPA Director, Cheyla Clawson, to act as Coordinator for DEI for the CFA. Ms. Clawson currently serves on the President’s Diversity Council, is the CFA representative on the University Assessment Committee, and is Chair of the SPA Inclusion, Diversity, Equity, and Access (IDEA) Alliance (est. 2020). The appointment as DEI Coordinator for the CFA included drafting an initial CFA DEI plan to submit to University Chief Diversity Officer, Dr. Marché Fleming-Randle. A draft was posted and shared via email and to a college leadership shared Microsoft Teams for insight and feedback. Additional contributors included faculty and staff who accepted roles of serving on a college-wide Inclusion, Diversity, Equity, and Access (IDEA) Alliance. The plan was submitted to Dr. Fleming-Randle in April of 2022 by Dean Rodney Miller.

The CFA DEI plan is considered a living document that can and should align with the university DEI plan, evolve with strategic planning, further training, and integrate the CFA retention plan. Additional perspectives and approaches may shift when Marie Bukowski begins her position as the Dean of the CFA in July 2023. Her leadership and vision will impact ongoing DEI efforts and strategies for the college moving forward.

### CFA DEI Selected Outcome Metrics

1. Engage in DEI and Bias Training for all CFA Faculty and Staff
2. Create school-level and CFA Staff Inclusion, Diversity, Equity, and Access (IDEA) sub-Alliances
3. Conduct staff and school audits of policies, curriculum/assessment, programming, guest artists/speakers, and overall culture of programs/schools/areas
4. Increase connections to community partners and discuss the Fine Ats (Community) Institute as a mechanism for renewed community service (access and equity)
5. Prioritize diverse artists for discussions/guest panels/workshops
6. Increase the number of Shocker Neighborhood and URM students in CFA, specifically Black, African American, and Latinx/Hispanic students
7. CFA diversity fellowships (students, faculty, staff as part of the alliances)
8. Prioritize diverse hiring of faculty, staff, and students

#### Areas of Focus for the 2022-2023 Academic Year

Metric 1 - *Engage in DEI and Bias Training for all CFA Faculty and Staff*

Per university requirements, all faculty and staff are required to engage in and complete annual *Preventing Harassment and Discrimination Training.* It is unclear if the schools and college faculty and staff participated in further training. A clear plan and mechanism for collecting feedback from faculty and staff regarding collective and individual training and the allocation of resources to implement bias and DEI training need further attention for the 2023-2024 academic year.

Metric 2 *- Create school-level and CFA Staff Inclusion, Diversity, Equity, and Access (IDEA) sub-Alliances*

Faculty, staff, alumni, and current students were nominated or requested to participate in a college- level IDEA Alliance. A Microsoft Team was created, *CFA DEI Plan and Alliance,* in 2022. Available file information on the Team includes university and college data reports, membership information, meeting files, DEI resources, and diversity, equity, inclusion, access, and belonging (DEIAB) excel tables. A file to aid in the monthly collection of DEI updates for the CCDEI is also located in the Team.

The DEIAB tables were created by the School of Performing Arts (SPA) IDEA Alliance as part of a 2-year audit of school curriculum, programming, and culture. The SPA IDEA Alliance membership consists of current faculty, students, and several alumni. The CFA IDEA Alliance met 3 times over zoom to discuss the charge of the alliance, look over the DEIAB audit conducted by the SPA, and brainstorm the formation of school-level sub-alliances. Due to the complexity of various members work schedules and job responsibilities, meeting was difficult. The CFA DEI Coordinator, in discussion with the new dean, will need to discuss a more effective and collaborative approach to moving both the college-level and

school-level alliances forward for the 2023-2024 academic year. The foundation and support of the school alliances is essential to continue to implement the CFA DEI plan.

Metric 8 *- Prioritize diverse hiring of faculty, staff, and students*

Cheyla Clawson was appointed as Director of the School of Performing Arts (SPA) in February of 2022. While not the first woman to serve in this position, she is the first person of color (Mexican American). The SPA hired three new faculty who begin appointments in August of 2023. Two of the three positions are faculty of color (Black/Mexican American). One position will have a focus in social justice and will lead the creation and implementation of a performing arts and social justice certificate. The commitment to diverse hiring has drastically shifted the race/ethnicity of the full-time faculty in the school. Of the 12 full-time faculty in the SPA, 2 are Hispanic, 2 are Asian American, 1 is Hispanic/Asian American, 1 is Native American, 1 if African American, and 5 are White non-Hispanic. *The majority, 58%, are non-White* and 42% are White non-Hispanic. The School of Digital Arts (SODA) also surpasses university and national averages; 50% of employees (full-time faculty and staff combined) are minorities.

## University and College Data to Inform DEI

The CFA DEI plan is informed by national, university, college, and school-level data. While much of the data in this report is not “apples to apples,” there are great insights to aid in moving toward a more diverse, equitable, inclusive, accessible, and culture of belonging in the College of Fine Arts.

The 2023-2024 academic year will yield the first comparable data following the CFA DEI plan implementation.

Data Included: Faculty/Staff/Student race/ethnicity (2022); university NISS data (2017-2021); university undergraduate and graduate exit surveys (2022); Hanover Climate Survey (2021); NCES (2020)

### FACULTY/STAFF RACE/ETHNICITY (provided by OPA, November 2022)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSITY** | Total | Facultytenured/tenur e-track | Faculty non tenure | Lectures | Unclassified Professional | UnclassifiedProfessional Faculty | Classified Staff |
| ***Race/Ethnicity*** | 3134 | 375 | 185 | 355 | 1979 | 26 | 214 |
| American Indian & Alaskan Native | 0.5% | 0.0% | 0% | 0.3% | 0.7% | 0.0% | 0.1% |
| Asian non-Hispanic | 6.6% | 18.7% | 4.3% | 2.3% | 5.8% | 0.0% | 2.8% |
| Black non-Hispanic | 5.6% | 2.9% | 2.7% | 3.9% | 6.4% | 3.8% | 9.3% |
| Hispanic | 7.8% | 2.9% | 8.1% | 5.6% | 8.6% | 3.8% | 12.6% |
| White non-Hispanic | 72.1% | 66.7% | 78.9% | 82.0% | 70.7% | 88.5% | 70.1% |
| Multiple Race non-Hispanic | 1.9% | 0.0% | 0.5% | 1.1% | 2.4% | 0.0% | 1.4% |
| International | 3.0% | 2.9% | 2.2% | 3.9% | 3.0% | 3.5% | 2.8% |
| Unknown | 2.4% | 4.8% | 3.2% | 0.8% | 2.5% | 0.0% | 0.0% |
|  |  | Faculty tenured/tenur | Faculty non |  | Unclassified | Unclassified Professional | Classified |
| **COLLEGE OF FINE ARTS** | Total | e-track | tenure | Lectures | Professional | Faculty | Staff |
| ***Race/Ethnicity*** | 148 | 48 | 19 | 51 | 27 | 1 | 2 |
| American Indian & Alaskan Native | 1.4% | 2.1% | 0% | 0.0% | 3.7% |  |  |
| Asian non-Hispanic | 2.7% | 4.2% | 5.3% | 2.0% | 0.0% |  |  |
| Black non-Hispanic | 2.0% | 2.1% | 0.0% | 3.9% | 0.0% |  |  |
| Hispanic | 6.8% | 4.2% | 15.8% | 5.9% | 7.4% |  |  |
| White non-Hispanic | 81.1% | 83.3% | 73.7% | 78.4% | 85.2% |  |  |
| Multiple Race non-Hispanic | 0.7% | 0.0% | 5.3% | 0.0% | 0.0% |  |  |
| International | 1.4% | 2.1% | 0.0% | 2.0% | 0.0% |  |  |
| Unknown | 4.1% | 2.1% | 0.0% | 7.8% | 3.7% |  |  |

Focusing solely on tenured/tenure-track (TTT) faculty, the College of Fine Arts (CFA) employs 2.1% American Indian & Alaskan Natives vs. .5% of the university. Looking at the fall of 2020, considering 1.5 million faculty at degree-granting postsecondary institutions, less than 1 percent of TTT faculty were American Indian/Alaska Native individuals (*National Center for Education Statistics/NCES, 2020*). The CFA lags behind the university in percentage of Asian/Pacific Islander TTT faculty (4.2%) compared to (18.7%). Nationally, 12% of all faculty in degree-granting postsecondary institutions were Asian/Pacific Islander. Looking specifically at Hispanic and Black faculty members, the CFA exceeds the university with 4.2% Hispanic faculty compared to 2.9% while the CFA employs 2.15% Black non-Hispanic faculty compared to 2.9% of the overall university. According to the NCES, only 4% of full-time faculty were Black females, and 3% each were Black males, Hispanic males, and Hispanic females.

National Data Source: https://nces.ed.gov/fastfacts/display.asp?id=61

### STUDENT RACE/ETHNICITY (WSU Reporting Data)

|  |  |  |
| --- | --- | --- |
| **Undergraduates & Graduates Combined***Race/Ethnicity* | *University (N=17027 approx.)* | *College of Fine Arts (N=1010 approx.)* |
| American Indian/Alaskan Native | 1% | 1% |
| Asian non-Hispanic | 5% | 5% |
| Black non-Hispanic | 5% | 5% |
| Hawaiian/Pacific Islander | <1% | <1% |
| Hispanic | 12% | 15% |
| International | 6% | 1% |
| Missing | 15% | 2% |
| Multiple race non-Hispanic | 4% | 6% |
| White non-Hispanic | 51% | 64% |

The CFA and university have similar student race/ethnicity attributes across several categories. This includes American Indian/Alaskan Native, Asian non-Hispanic, Black non-Hispanic, Hawaiian/Pacific Islander, and Multiple race non-Hispanic. Differences include Hispanic students (CFA 15% and university 12%) and the CFA has fewer international students (1%) compared to the university (6%). The CFA has 64% White non-Hispanic students compared to 51% of the university.

Based on information in the report *Characteristics of Postsecondary Students* (*National Center for Education Statistics/NCES*), in the fall of 2020, in the U.S., the undergraduate student population was 53% White, 22% Hispanic, 13% Black, 7% Asian, 4% two or more races, 1% American Indian/Alaska Native, and less than 1% Pacific Islander.

Data Source: https://nces.ed.gov/programs/coe/indicator/csb/postsecondary-students

UNIVERSITY PERSISTENCE AND EQUITY DATA (University Assessment Committee)

Wichita State University recently hired the National Institute of Student Success (NISS) from Georgia State University to conduct a study that included data focused on persistence and equity. This data is another key component to the ongoing university and college DEI plan and the newly formed university Student Success and Persistence Committee.

**Table 2: College Level Fall-to-Fall Persistence**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year of Fall Census Cohort2017 2018 2019 2020^*% who returned the following Fall Census*2018 2019 2020^ 2021 | 20212022 | Year of Fall Census Cohort 2017 2018 2019*% who returned the following Fall*2018 2019 2020^ | 2020^*Census*2021 | 20212022 | **equity gap** |
| 77.0% | **Non- Underserved\*\***75.2% 77.8% | 74.3% | 73.6% | 66.7% | **Underserved\*\***66.6% 68.6% | 65.7% | 59.7% | -13.9%University |
| 76.5% | 72.6% | 76.3% | 78.8% | 69.2% | 67.1% | 69.1% | 68.7% | 68.2% | 59.2% | -10.0%Business |
| 82.1% | 84.7% | 71.6% | 78.7% | 70.5% | 73.6% | 70.7% | 71.5% | 72.4% | 59.0% | -11.4%Applied Studies |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 79.9% | 76.5% | 81.4% | 71.8% | 76.2% | 64.2% | 71.9% | 73.2% | 60.3% | 63.2% | -13.0%Engineering |
| 82.7% | 72.3% | 80.4% | 75.9% | 73.6% | 71.0% | 62.7% | 70.1% | 70.0% | 55.6% | -18.1%Fine Arts |
| 73.7% | 77.1% | 75.2% | 72.4% | 78.7% | 62.8% | 64.7% | 65.8% | 68.9% | 64.2% | -14.5%Health Professions |
| 72.2% | 72.1% | 76.9% | 72.8% | 72.1% | 66.8% | 63.4% | 65.9% | 62.8% | 57.7% | -14.5%Liberal Arts & Sciences |

The CFA has the largest equity gap of fall-to-fall persistence between non-underserved and underserved students. A disaggregation by underserved attributes could clarify this data further. A report that can assist with disaggregating this data is the university OPA00037 – Five Phase Risk Model that includes several risks factors for students. Working closely with the college academic advising office and advisors (each school in the CFA has a designated professional advisor) is another step toward collaborative approaches to decrease the equity gap. The triangulation of the NISS, OPA00037, and enrollment reports can further inform DEI measures and strategies.

### UNIVERSITY UNDERGRADUATE (UG) AND GRADUATE (GR) EXIT SURVEYS (WSU Reporting)

Additional indirect measures/data that provide insight into a student’s experience while pursuing a degree in the CFA are university exit surveys. These are rich databases communicating satisfaction with programs and equity and access to funding sources and debt while attending Wichita State University. The question regarding satisfaction with program from the UG and GR surveys is highlighted below:

#### UG Q4 Overall Satisfaction with Program – AY3\_report\_2022

*All College of Fine Arts*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Satisfied or Higher |
| 0.0% | 3.5% | 11.9% | 40.6% | 44.1% | 84.6% |

In 2022, according to the university UG exit survey, the CFA exceeded the university target expectation of 80% or higher in the category of satisfied or higher (84.6%), and 81.8% reported feeling competent in diversity & globalization. While this is above the 80% target, it is slightly below the overall university average of 82.3%. Considering access and affordability, graduates reported borrowing money for education (62.2%), working off campus (86.7%), with scholarships being the most important source of funding to complete their education. Each school and program area can utilize the UG exit survey data to continue to better serve future students and analyze/innovate curricula for equity and access.

#### GR Q4 Overall Satisfaction with Program – AY3\_report\_2022

*All College of Fine Arts*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Very Dissatisfied | Dissatisfied | Neutral | Satisfied | Very Satisfied | Satisfied or Higher |
| 0.0% | 2.5% | 7.5% | 32.5% | 57.5% | 90.0% |

CFA exceeds the university target expectation of 80% and the university average of 82.7% or higher in the category of satisfied or higher (90%) in 2022. Considering access and affordability, graduates reported borrowing money for education (47.5%), working off campus (80%), with teaching assistantships being the most important source of funding to complete their education. Each school and program area with graduate degrees can utilize the GR exit survey data to continue to better serve future students and analyze/innovate curricula for equity and access. Between 2020 and 2022, CFA graduates.

### HANOVER CLIMATE SURVEY 2021 (University Assessment Committee)

The Hanover Climate Survey is conducted every 3 years at Wichita State University. The data sample in the chart below was gathered in 2021 and shared in the fall of 2022 and provides additional information for DEI strategic planning and consideration. Highlighted percentages call for further discussion.

**Completely uncomfortable**

**Somewhat uncomfortable**

**Neither comfortable nor uncomfortable**

**Somewhat comfortable**

**Completely comfortable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Overall, how comfortable are you****with the climate…in your department/division?** | 3% | 3% | 8% | 38% | 48% |

**Strongly disagree**

**Somewhat disagree**

**Neither agree nor disagree**

**Somewhat**

**agree Strongly agree**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **…faculty members use teaching** |  |  |  |  |
| **styles that seek to connect to a** |  |  |  |  |
| **variety of cultures/races, religions,** |  |  |  |  |
| **and genders.** 1% | 5% | 16% | 44% | 31% |
| **…the curriculum reflects a wide** |  |  |  |  |
| **range of identities and backgrounds.** 1% | 4% | 10% | 42% | 38% |
| **…faculty members show respect to** |  |  |  |  |
| **all students regardless of their** |  |  |  |  |
| **identities or background.** 0% | 3% | 8% | 25% | 65% |

**How important to changing the environment at WSU is each of the**

**Not at all**

**Moderately**

**Very**

**Extremely**

**following:**

Requiring diversity training for faculty

**important Slightly important important**

**important**

**important**

and staff 8% 7% 17% Expecting that diversity issues are

39%

25%

|  |  |
| --- | --- |
| included in courses and co-curricular |  |
| programs 15% | 6% | 22% | 19% | 26% |
| Requiring all students to take a diversity course in order to graduate from WSU 21% | 19% | 18% | 13% | 17% |
| Including diversity-related professional |  |  |  |  |
| experiences as one of the criteria forhiring staff/faculty 17% | 8% | 22% | 18% | 22% |
| Providing equity and diversity training |  |  |  |  |
| for search committees 7% | 14% | 14% | 21% | 38% |
| Providing equity and diversity training to |  |  |  |  |
| faculty promotion and tenure |  |  |  |  |
| committees 11% | 8% | 10% | 24% | 39% |
| Increasing the diversity of the faculty 11% | 7% | 18% | 19% | 32% |
| Increasing the diversity of the staff 11% | 8% | 15% | 24% | 31% |
| Increasing the diversity of the |  |  |  |  |
| administration 13%Increasing the diversity of the student | 8% | 18% | 15% | 36% |
| body 13% | 6% | 17% | 25% | 31% |

**How frequently have the following been true since the beginning of the**

**current school year (Fall 2021)? Never true Sometimes true Often true**

|  |  |  |
| --- | --- | --- |
| The food that I bought just didn't last, and I didn't have the money to getmore. 50%I couldn't afford to eat balanced meals. 38% | 22% 24%29% 28% |  |

**Yes No**

**Prefer not to respond**

|  |  |  |
| --- | --- | --- |
| **Do you consider yourself to have a mental disability or long-term mental health condition? These could include for examples: dyslexia, long- term depression, ADHD, some of****which may not be readily apparent.** | 49% | 45% 7% |

*\*CFA and university data was retrieved from the University Office of Planning and Analysis Website, utilization of WSU Reporting, University Assessment Committee Data - November 2022 (errors may be present.) Data was retrieved from the website of the National Center for Education Statistics (NCES) and not always representative of both undergraduate and graduate student populations.*

## DEI HIGHLIGHTS FROM CFA SCHOOLS

The CFA is making strides toward coordinating and establishing alliances in each school and while this initial work has included challenges based on varying schedules and responsibilities, each individual school is committed to and has implemented changes to move toward more diversity, equity, inclusion, and access for their students. Below are a few highlights of the work occurring in each school.

### The School of Art, Design, and Creative Industries (ADCI)

* *Culture and Structure*
	+ Regular inclusion of content related to inclusion, access, and belonging in faculty meetings
* *Teaching and Learning/Curriculum*
	+ Travel courses to Mexico and Berlin
	+ Student travel to Foundations, Ceramics, and Photography national conferences
	+ Student participation in AIGA student portfolio review
* Programming
	+ Clayton Staples Visiting Artists and Exhibition Series – focused on bringing in diverse artists whose work highlights relevant issues
		- Pouya Jahanshahi – Iranian designer focusing on Persian typography
		- Niki Grangruth + James Kinser – work focuses on LGBTQ representation
		- Stephanie Alaniz – feminist artist focusing on representation of diverse bodies
	+ Art History Awards – inclusive awards for student excellence in art history with speakers Ann Kraybill and Samantha Carter
	+ Emerging Artists Exhibition and Awards – awards for excellence in studio art, graphic design, and art education, judged by Armando Minjarez
* *Community Connections*
	+ Empty Bowls – ceramics department led, community involved fundraiser for food bank
	+ Hosting USD 259 Middle School Arts Camp
	+ Presenting Demo Days – workshops for regional arts educators

### The School of Digital Arts (SODA)

* *Culture and Structure*
	+ Began discussions on potential formation of student DEI committee
	+ Ongoing discussions on how to be more aware of DEI issues across the school
* *Teaching and Learning/Curriculum*
	+ School curriculum committee regularly evaluates courses offered in correlation with industry demands
* *Programming*
	+ Provide regular opportunities for students to engage with ALL potential partners/constituents through Call Board job opportunities. These are listed both physically and virtually.
	+ Created and have started offering Seed Grant program
* *Community Connections*
	+ Faculty providing summer workshops through Tallgrass Film Association
	+ Faculty teaching for summer Upward Bound Math and Science program
	+ Faculty teaching for summer Envision Level UP program

### The School of Music (SoM)

* *Culture and Structure*
	+ Discussions related to inclusion of DEIAB into culture of the school
	+ Preliminary design of faculty and student trainings in bias and other relevant topics
	+ Creation of a student DEI group
* *Teaching and Learning/Curriculum*
	+ Redesign of MUSC framework to eliminate bottlenecks and sequential structures (in progress)
	+ Redesign of course names to better identify content (in-progress)
	+ Integration of DEI & Technology as well as Portfolio process into core courses (in progress)
* *Application/Admittance Processes*
	+ Unified audition days
	+ Utilization of preferred names on communications
* *Programming*
	+ Focus on programming works from under-represented composers
	+ Focus on cross-disciplinary programming
* *Community Connections*
	+ Numerous activities bring community members on campus.
	+ We are actively seeking more activities to bring individuals to us

### The School of Performing Arts (SPA)

* *Culture and Structure*
	+ Implemented SPA DAYS & NIGHTS (all school events) to build belonging and promote inclusive conversations
	+ Created and implemented school-wide *Community Agreements:* [*https://w*](http://www.wichita.edu/academics/fine_arts/spa/pa_aboutus.php)*ww.wichi*[*ta.edu/academics/fine\_arts/spa/pa\_aboutus.php*](http://www.wichita.edu/academics/fine_arts/spa/pa_aboutus.php)
	+ Implemented Diversity, Equity, Inclusion, Access, and Belonging (DEIAB) Strategic Plan Rubric: [https://w](http://www.wichita.edu/academics/fine_arts/spa/pa_strategicplan.php)ww.wichi[ta.edu/academics/fine\_arts/spa/pa\_strategicplan.php](http://www.wichita.edu/academics/fine_arts/spa/pa_strategicplan.php)
* *Teaching and Learning/Curriculum*
	+ Work group created culturally relevant rubric for all courses to be evaluated
	+ Addition of required course**,** *Inclusion in Performing Arts* (spring 2024)
	+ Performing Arts and Social Justice Residency for Devised Theatre & Dance with Sheldon Mba (March 2023)
* *Application/Admittance Processes*
	+ Three of four program area entrance processes changed to direct acceptance while still requiring interview & video processes for placement
* *Programming*
	+ 20 Fall Guest Artists: 4 artists of color, 13 female-identifying, 1 intimacy/boundary director for production, 5 who identify as LGBTQ+
	+ 13 Spring Guest Artists: 2 Black adjudicators for national playwriting competition selection, 5 artists of color, 8 female-identifying, 1 intimacy/boundary director in production
* *Community Connections*
	+ Offered free performance tickets to the Boys & Girls Club, Progeny Kansas, USD 259, and Youth Horizons
	+ Created recruitment plan to include more racially/ethnically diverse cities/high schools
	+ Created rubric for classes/rehearsals that Shocker Neighborhood Schools can observe/participate in for 23-24

## LOOKING AHEAD

As the College of Fine Arts continues to develop its DEI plan and implement changes, in addition to available direct and indirect measures from available data, there are a few items worth noting to work on and develop further including:

* Leadership and support through the allocation and commitment of resources aligned with strategic planning and the DEI plan
* Stipend for College Coordinator and CCDEI Representative
* Prioritizing, facilitating, and supporting further faculty and staff bias and DEI training
* Consideration of how to support school-level IDEA Alliance leaders
* Consideration of a college-level annual student survey to consistently gather student feedback and measure progress