



**RYOKAN COLLEGE**

11965 VENICE BLVD., STE. 304, LOS ANGELES, CA 90066  
TEL: 310 390-7560 FAX: 310 391-9756 web: [www.ryokan.edu](http://www.ryokan.edu)

# **Diversity Action Plan 2017**

Prepared by  
**Ryokan College**

*Section*

**TABLE OF CONTENTS**

*Page*

Introduction	3
I. Organizational Support	4
II. Campus Climate	5
III. Recruitment	6
IV. Retention	8
V. Curriculum/Education	9
VI. Outreach	11
VII. Appendix A--Curriculum	12
VIII. Appendix B--Training	14
IX. Appendix C—Mentoring	15
X.	

## INTRODUCTION

Ryokan College commits to a culture that respects and values all forms of diversity while supporting academic excellence, creativity, collaboration, and leadership. The Diversity Action Plan will serve to guide implementation of the College Statement on Diversity to create an environment of inclusion and respect in which diverse individuals are present and thriving at all levels.

Ryokan College defines diversity across lines of both culture and ideas. Diversity differences in multiple dimensions of culture, including the following: race, ethnicity, gender, socioeconomic status, sexual/gender identity, sexual orientation, religion, physical ability, veteran status, linguistic ability, learning differences, age, immigration status, and national origin. Ryokan College recognizes that diversity also includes differences in values, beliefs, ideologies, and political perspectives. We understand diversity is not a static list of fixed identities, but a reflection of the changing and interdependent nature of human experience.

Each of the six sections of the Diversity Action Plan includes a goal statement, and lists suggested initiatives to implement the goal. Below is a list of the six sections of the plan:

1. Organizational Support
2. Campus Climate
3. Recruitment
4. Retention
5. Education/Curriculum
6. Outreach

## **ORGANIZATIONAL SUPPORT**

### **Goal:**

The College administration will show a clear commitment to the diversity initiatives as evidenced by:

- Timely implementation of the Diversity Action Plan
- Sustained inclusion of diversity initiatives throughout the organization
- Assignment of accountability for implementation of the Diversity Action Plan
- Regular assessment of the effectiveness of the implementation of the Diversity Action Plan

### **Initiatives:**

1. Create a Diversity Steering Committee, an on-going group of students, faculty, staff, and administrators who will guide implementation of the Diversity Action Plan, amending, and evaluating it as needed.
2. Create a Diversity Officer (DO) role and include that person in all organizational and academic planning.
3. Develop and implement training and education (workshops, professional development, etc.).
4. Support for multi-cultural hiring.
5. Develop a Diversity page on the Ryokan College web site that is useful for students, staff, and faculty.
6. Include assessment of diversity elements in the Program Review processes.
7. Develop a College-wide code of behavior to create an environment that is open and respectful.

## **CAMPUS CLIMATE**

### **Goal:**

To support the continued development and support for a welcoming, respectful, and ethical campus climate in accord with Ryokan College's core values.

### **Initiatives:**

1. Form Diversity Steering Committee.
2. Develop and implement Campus Code of Ethics.
3. Provide (and strongly encourage) training of faculty, staff, and students in areas of community building, diversity, discrimination, and harassment.
4. Reflect diversity in student body, faculty, and staff.
5. Make the Diversity web page a "living" site, as defined by the Diversity Steering Committee.

## RECRUITMENT

### **Goal:**

By June 30, 2019, develop a plan to increase representation in alignment with College diversity goals **as proposed by the Diversity Steering Committee.**

### **Initiatives:**

#### **A. For students, faculty, staff, and administrators (all):**

1. Gather data from schools and departments regarding current strategies for diverse hiring and student enrollment.
2. Determine diversity training needs of those hiring and recruiting; fund training if needed.
3. Link campus climate initiatives to attractiveness of environment for new hires and students from diverse populations.
4. Seek out field-relevant conferences and graduate school fairs on diversity-related topics.

#### **B. For students only:**

1. Include multi-cultural enrollment strategies in the College Marketing and Enrollment Plans (branding, marketing and recruitment conducted with a goal of increasing diversity).
2. Include current students and alumni in recruiting efforts directed toward prospective students from under-represented populations.
3. Regularly assess recruitment and retention strategies/programs to insure the inclusion and effectiveness of diversity objectives and application of diversity principles.

#### **C. For faculty, staff, and administrators (employees):**

1. Create College policy statement requiring that at least one candidate interviewed for each position must be of diverse origin, unless the College President grants an exception.
2. Provide funding for attracting diverse staff, administrators, and faculty, including adjunct faculty (higher salaries/benefits).
3. Diversity Office collaborates with HR in developing position descriptions.
4. Diversity Office collaborates with Admissions Office in locating diverse advertising opportunities.
5. Create ESAR: Employee Search Activity Record to track candidates and interviews, for accountability. Assign responsibility for ESAR.

## **RETENTION**

### **Goal:**

The College shows a commitment to increasing the diversity of student, staff, and faculty, but increasing the retention rate of under-represented groups.

### **Initiatives:**

1. Hire more faculty, staff, administration from underrepresented populations to serve as role models.
2. Continue collecting current demographic data of students, faculty, administration, and staff and compare with the diversity groupings in the Greater Bay Area. Extend collection of data beyond the ‘schools like us’ group that has been used (use this group and additional institutions).
3. Establish a student support groups administered by the student association or other Collegebodies.
4. Hold regular community-building multicultural activities, events, forums, and celebrations.
5. Organize an annual diversity award to recognize individuals/groups for work or service in diversity efforts.
6. Conduct diversity training for all College constituents.
7. Investigate multiple avenues for academic support services for underrepresented students. Provide consistent, in-depth, professional development for faculty and staff. Support staff in staying up-to-date with the literature, research, and best practices in the field.
8. Conduct customer service training for all staff and administration (“customer first”, i.e., student first).

## **CURRICULUM/EDUCATION**

### **Curriculum Goal:**

Effective diversity-rich curriculum would include diversity at all levels of instruction. Although free to establish their own curriculum, the college recommends that instructors include diversity-relevant course materials of their choosing in all classes including books, journal articles, videos, didactic materials, guest speakers, and interactive discussions. Equally important is that instructors and students constantly challenge themselves to maintain open, inquiring and sensitive minds to recognize and accept various aspects of human diversity each educational setting includes.

Respecting instructor autonomy and academic integrity, Ryokan College will have diversity-rich curriculum integrated into all classes as appropriate, by September 2019.

### **Education Goal:**

The College will provide on-going training, education and mentoring for faculty to gain skills about diversity as it pertains to educational materials, classroom management and interaction, assignments, and curriculum building.

### **Initiatives:**

#### **A. Curriculum**

1. Analyze and use the review of course descriptions and syllabi to identify needs and action steps.
2. Include diversity/cultural competencies in program review and assessment processes.
3. Include diversity related questions in student evaluations of courses.
4. Send key faculty to diversity training focused on curriculum design.
5. Follow suggestions in Appendix A for books, materials, lectures, assignments, and course development.
6. Support diverse topic for Education/Social Initiative.

#### **B. Education**

1. Conduct needs assessment of training needs of faculty.
2. Schedule and fund periodic training of faculty, including adjuncts. See Appendix B.
3. Provide incentives for faculty to present diversity related topics at conferences.
4. Create mentoring program for new faculty which includes diversity and cultural competencies. See Appendix C suggestions.

#### **C. Resources**

1. Purchase and make available more videos and other resources which support diversity studies and training, and which are in ADA compliant formats; pursue access to NU online resources.

2. Explore means of licensing and distributing digital media content.
3. Expand faculty/library collaboration in building research collections supporting diversity studies.

## **OUTREACH**

**Goal:** To reach out to underrepresented populations through marketing and other community outreach.

**Initiatives:**

1. Form a task force or sub-committee with the Marketing Director to explore regional and global outreach. Include Deans, faculty, and staff as appropriate.
2. Conduct a review of Ryokan College's joint systems of teaching and learning. Reconceptualize our core services to increase diverse offerings and provide meaningful access to our learning community.
3. Diversity Steering Committee collaborates with the Marketing Director regarding the publication of the Ryokan College materials to diverse communities and beyond.

## **Appendix A**

### **1. Books and Materials**

- a. Faculty will integrate, as appropriate and available for the subject matter, relevant diversity rich texts, articles, and readers of their choosing into their curriculum and syllabi.
  - i. Diversity rich texts and readers should include:
    - a) Multiple aspects of diversity
    - b) Course relevant applications of diversity related issues, and
    - c) Clear application to the professional excellence of Ryokan College graduates.
  - ii. Diversity rich articles should include:
    - a) One or more areas of diversity
    - b) Relevance to course materials, and
    - c) Information likely to increase professional excellence of Ryokan College graduates.
  - iii. Integration into the curriculum of diversity rich texts, articles and readers when appropriate relevant readings are included:
    - a) As class assignments
    - b) As a part of multiple course related domains not separate single article or text on the topic
    - c) Diversity materials included relate to key domains of professional excellence for College graduates.
- b. Faculty will include diversity in classroom discussions modeling respect and tolerance for differences of thought and culture.

### **2. Assignments and lectures**

- a. Faculty will, as appropriate and available for the subject matter, integrate relevant diversity-rich assignments of their choosing into their courses.
  - i. Diversity-rich assignments will ask students to:
    - a) Seek understanding of the impact of diversity on key course-related domains
    - b) Expand knowledge about a diversity of ideas and thoughts
    - c) Increase understanding of individuals from diverse cultural backgrounds
    - d) Aid in gaining competence in course-specific domains
    - e) Learn to reframe their views by recognizing the impact that culture, structure, and politics have on individuals and organizations.
  - b. Faculty will, as appropriate and available for the subject matter, integrate relevant diversity-rich materials of their choosing into their lectures and lecture notes.
    - i. Diversity-relevant lectures and lecture notes would include:

- a) Multiple aspects of diversity
- b) Course-relevant applications of diversity-related issues, and
- c) Clear application to the professional excellence of Ryokan College graduates.
- ii. Integration into lectures and lecture notes is achieved when:
  - a) Lectures and lecture notes include diversity-related class assignments in course-related domains
  - b) As a part of multiple course-related domains and not merely a separate lecture on the topic
  - c) Diversity-related lectures a lecture notes relate to key areas of professional excellence.

## **Appendix B Training**

1. Program Chairs will provide field-specific opportunities for diversity training for faculty and staff on an annual basis.
2. Program Chairs will seek field-specific training on diversity on an annual basis.
3. Program Chairs will offer guidance and support for finding diversity-rich materials for courses. This includes, but is not limited, to offering references where materials will can be found, lists of materials that have been included in the past, support faculty to identify course relevant ways to include diversity into existing class materials, and provide helpful guidelines for choosing high quality diversity-rich materials.
4. Program Chairs will support faculty in finding ways to navigate the difficulties of the impacts of diversity on the classroom.

### **Appendix C Mentorship**

1. When hired, College administrators will provide new faculty with guidelines for course construction including information related to finding and inclusion of diversity-rich materials in their courses.
2. Program Chairs, as an ongoing aspect of faculty development, will regularly include discussions in faculty meetings about the impact of diversity on their classrooms, class materials, and course construction.
3. Program Chairs will provide feedback to the Diversity Steering Committee as appropriate
4. Program Chairs will include diversity competence in ongoing performance evaluations.