



Bellarmino College of Liberal Arts

POINT OF CONTACT

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SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

After extensive consultation, the BCLA DEI Committee developed a BCLA Strategic Plan that was endorsed by the BCLA College Council in May, 2019. The DEI Committee developed a BCLA Diversity and Inclusion Implementation Table, which was endorsed by the BCLA College Council in February, 2020. Stefan Bradley was appointed as the inaugural BCLA Coordinator of Diversity and Inclusion Initiatives for at least the next two years.

ISSUES IDENTIFIED

Concerns identified include the disciplinary norms and the dearth of pools of diverse candidates in specific departments, the need for measures of accountability and recruiting and retaining staff of color in addition to faculty of color.

ACTION STEPS

- * Ad hoc working group conducted focus group sessions, including two specifically with faculty of color and one for all faculty.
 - * DEI discussions at multiple meetings of the BCLA College Council, including a listening session with students.
 - * DEI focus of College Assembly in spring, 2019 with all BCLA faculty and staff.
 - * DEI focus at least three summer BCLA faculty leadership retreats over the past 6 years.
 - * BCLA leadership engaged in meetings and listening sessions with faculty regarding DEI issues.
 - * Mentoring students from marginalized populations.
 - * Collaborate with the Center for the Study of Los Angeles.
- 📄 Internal and external BCLA leadership communications in all settings with strong BCLA focus.
 - 📄 The development of a BCLA Diversity and Inclusion Strategic Plan and Implementation Table.
 - 📄 Department Chairs were asked for self-assessments of curricula concerning DEI.
 - 📄 Developed lists of BCLA courses in Fall 2020 that address anti-racism and DEI issues. Added 6 additional sections to respond to civil unrest and LMU #BlackLives Matter movement.
 - 📄 The BCLA Diversity and Inclusion Strategic Plan recommends incorporating assessments of DEI in curricular offerings as part of the Academic Program Review (APR) process.
 - 📄 BCLA co-sponsored antiracist programming.
 - 📄 Support for faculty professional development initiatives for DEI.
 - 📄 Commitment to nominate diverse faculty and staff for the Leading Institutional Units and Programs and Cabinet Associates Program.
 - 📄 Increased focus on partnerships in community engagement and engaged learning.
 - 📄 Increased international travel/study opportunities, with some courses that focus specifically on the African diaspora, and/or DEI issues.
- 📄 DEI Taskforce analyzed the proportion of faculty of color to white faculty in the college.
 - 📄 Established a position for community engagement with DEI focus.
 - 📄 Departments will review how DEI is addressed in the FSR and R&T processes, utilizing The Systemic Analysis 8 questions in tandem with the BCLA D/I Implementation Table. Departments should consider the invisible service of faculty of color (informal advising, advising affinity groups, and commiserating with students) as service of equal value to committee work.
 - 📄 Increased hiring of faculty of color in Ethnic Studies and other departments for the past 3 academic years.

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit reported their progress to the community on 10/13/2020.

[Presentation video](#)
[Presentation slides](#)

BCLA DIVERSITY & INCLUSION WORKING GROUP

[Stefan Bradley](#) (co-chair)
BCLA Coordinator of Diversity and Inclusion Initiatives

[Jon Rothchild](#) (co-chair)
Associate Dean for Faculty Affairs and Graduate Education

[Marne Campbell](#)
Associate Professor and Chair of African American Studies

[Eliza Rodriguez y Gibson](#)
Professor and Chair of Chicana/o and Latina/o Studies

[Rebeca Acevedo](#)
Professor of Modern Languages and Literatures

[Negin Ghavami](#)
Assistant Professor of Psychology

[Douglas Christie](#)
Chair of Theological Studies

Hearing stories from current and alumni students of color provided vital context and challenged complacency related to the ongoing BCLA diversity, equity, and inclusion initiatives. Disrupting the unfortunate experiences of students' feeling marginalized inside and outside of the classroom needs to be a priority.

BCLA has been proactively engaged in addressing DEI issues even as we recognize there is room for growth and improvement in our college. We are an excited and willing partner in the University's wider initiative. In filling out the survey, some of our categories did not necessarily align with the eight categories in the Systemic Analysis. In the survey responses, we've worked to align them as closely as possible.

OUTCOMES

- * Achieve ≥ S:F ratio per each targeted racial/ ethnic group by 2025.
 - * Student surveys will indicate greater awareness of the importance of D/I issues.
 - * Alternate Bellarmine Fora will focus on D/I issues and achieve 50% of Bellarmine Forum-funded speakers from minoritized racial/ethnic groups.
- 📄 Every department will identify formal program learning outcomes related to D/I by Fall 2021.
 - 📄 Every program will articulate D/I knowledge and skills within their overall program learning goals.
 - 📄 Syllabi review processes will reflect progress toward D/I goals such as new/continuing courses on the lives, experiences, and perspectives of people of color, incorporation of diverse authors, and curricular and/or pedagogical efforts.
 - 📄 D/I teaching and research will be increasingly integrated across BCLA depts and programs (i.e., not being outsourced to ethnic/gender studies depts or a limited number of core courses).
 - 📄 Increased focus on partnerships in community engagement and engaged learning
 - 📄 Increased international travel/study opportunities, with some courses that focus specifically on the African diaspora, and/or DEI issues.
- 📄 Achieve ≥ R&T success and retention for FoC.
 - 📄 Achieve ≥ FoC in full rank.
 - 📄 Improved BCLA standing in the LMU Climate Survey with BCLA data being ≥ than LMU averages; close the gap between FoC and white majority faculty perceptions and experiences as reflected in climate data.

LEGEND FOR PRESIDENTS COMMITMENTS

- 📄 Hiring
- * Culture and Climate
- 📄 Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

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|---|--------------------------------------|
| 1. Listen to your team and constituents | 5. Analyze strategic partnerships |
| 2. Review infrastructure and policy | 6. Evaluate vision/mission statement |
| 3. Review scope and content of programs | 7. Identify training needs |
| 4. Evaluate structural diversity (data) | 8. Accountability and Assessment |