THE CITADEL
THE MILITARY COLLEGE OF SOUTH CAROLINA

THE PRESIDENT’S TASK FORCE FOR ADVANCING THE CITADEL’S COMMITMENT TO DIVERSITY AND INCLUSION - RECOMMENDATION REPORT
31 October 2016

Dear Colleagues and Friends of The Citadel,

I am pleased to present recommendations from the President’s Task Force for Advancing The Citadel’s Commitment to Diversity and Inclusion.

Recognizing a diverse and inclusive learning environment is important to the ongoing success of the college, The Citadel established a task force in early 2016 to explore ways we can further enhance our diversity goals.

Under the leadership of Captain Geno Paluso, USN (Retired), Commandant of Cadets, members of the task force represented not only the campus community, but also Lowcountry organizations and religious groups.

The result of the committee’s work is outlined on the pages that follow and you will find the vision set forth is an exciting and important one. It is clear the future of The Citadel will be an active campus where each member is valued and thrives as we accomplish together the important work of developing Principled Leaders in an environment of Honor, Duty and Respect.

On behalf of The Citadel, I thank the Task Force for their efforts and look forward to accomplishing the proposed recommendations together.

Sincerely,

John W. Rosa
Lieutenant General, USAF (Retired)
President

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President’s Task Force for Advancing the Citadel’s Commitment to Diversity and Inclusion
Recommendation Report

Task Force Charge
The President’s Task Force for Advancing The Citadel’s Commitment to Diversity and Inclusion was established on January 25, 2016, by the Office of the President, to conduct a comprehensive review of the college’s campus climate for minority student success, to focus on ways to further diversify our student recruiting and enrollment and our workforce diversity and inclusion and to ensure our general education curriculum, particularly our leadership program, includes thoughtful diversity instruction.

Overall Goal
Increase the success with which The Citadel maximizes diversity at every level, ensures equity for all, and maintains an environment where everyone is valued and included.

Admissions/Retention/Hiring Subcommittee Goal
To evaluate our current admissions and hiring practices to see where there are areas for improvement or enhancement. To search for new ways to reach underutilized groups to engage with The Citadel. To enhance the way in which we provide support to all groups upon engaging with The Citadel to ensure success.

Campus Life Subcommittee Goal
To evaluate the current conditions of life on our campus with a focus on what we are doing right, what we could be doing better and what we should be doing. To provide an equitable and inclusive environment for every student through the use of varying perceptions and perspectives. To look for ways to expand our opportunities to expose others to the Citadel experience.

Curriculum Subcommittee Goal
Make recommendations to advance the curriculum for learning goals associated with diversity and inclusion and the opportunities that exist to leverage our own history at The Citadel and engage with the Charleston community for deeper understanding around differences. The issues of equity and justice are at the center of principled leadership and we seek graduates that have the ability to lead themselves and others in diverse environments.

Timeline
- 9 March 2016 – Initial Kickoff meeting with all members.
- March & April 2016 – Committees conduct meetings to review existing policies/procedures/practices; make recommendations and priorities for improvement; assign tasks.
- 25 April 2016 – Faculty, Staff, Students and Cadets Town Hall to discuss preliminary findings and solicit feedback on recommendations and priorities.
- 3 May 2016 – Task Force met to conduct a conclusion meeting and set recommendation priorities.
- 16 May 2016 – Task Force briefed President on priority status, program recommendations and short, medium and long term objectives/tasks/goals.
Task Force Recommendations Summary

1. Establish a Diversity Advisory Board

2. Revise LEAD Plan Objective 4.4

3. Evaluate current admission criteria to ensure equal opportunity for minorities and women.

4. Use 2018 TERI expiration as an opportunity for diversity succession planning

5. Expand student Recruiting efforts

6. Establish a Center for Diversity and Inclusion

7. Expand training options in diversity and inclusion college-wide

8. Increase student’s knowledge about the social context and significance of The Citadel’s history

9. Enhance faculty competence and confidence in delivering diversity topics in their field of study and faculty and staff members’ skills for addressing prejudicial or culturally biased comments in the classroom and on campus

10. Enhance student support for academic success for minority, veteran, and first generation students

11. Ensure that all students have meaningful exposure to diversity, equity, and inclusion as part of their core academic experience and their major field of study.

12. Enhance student competencies for working with diverse groups and as a result enhance the Core Value of Respect across all campus groups

13. Enhance interaction between area schools around issues of diversity

14. Ensure that our policies, procedures, and regulations, as well as our facilities, supplies, and staffing accommodate the needs of a diverse student body.

15. Review barracks life and how that contributes to the overall cultural climate and inclusion of minority and female cadets.

16. Establish a preparatory program for incoming students whose grade point average and test scores fall within a certain range, addressing potential difficulties with starting college and the fourth class system simultaneously.

17. Establish visible markers on campus that recognize the accomplishments of minorities.

18. Explore a faculty member trade program with in-state HBCU’s

19. Be transparent regarding diversity data and activities

20. Develop an internal and external diversity marketing campaign

21. Establish consistent recruiting, onboarding and retention programs across campus

22. Promote The Citadel as a professional and academic conference venue
Task Force Recommendations Detail

1. Establish a Diversity Advisory Board

Observation
Many in the Charleston community have the perception that The Citadel purposefully ignores or resists diversity and inclusion. After reviewing The Citadel’s curricular and co-curricular offerings, Task Force members with little direct experience of The Citadel commented on how much we actually are doing within the curriculum to address knowledge of and comfort with diverse populations. Community connections will offer a more accurate view of The Citadel which in turn is expected to strengthen our efforts to attract more diverse student and employment candidates. A Diversity Advisory Board will also provide a strategic connection with community members and others providing them with an ongoing insider view of our efforts.

Desired End State
A Diversity Advisory Board is established that works with the DEIC to continuously improve our diversity efforts in all areas including academic curriculum and co-curricular activities. Stronger ties to diverse groups within our community would offer a more current and accurate understanding by the community of The Citadel’s commitment to the Core Value of Respect. It would also offer The Citadel a more current and accurate understanding of how the school is perceived by the surrounding community.

Recommended Actions
- Determine the responsibility of the Diversity Advisory Board (DAB)
  Advisory group members can offer recommendations regarding:
  • Mentoring programs
  • How they have dealt successfully with diversity and inclusion
  • How their organization addresses diversity and inclusion
- Determine the structure of the Diversity Advisory Board (all members, chairman, etc.)
- Determine who should be invited to serve on the Diversity Advisory Board
- Determine the logistics of the DAB (meeting frequency, expected reports, etc.)

Action Lead
Diversity, Equity and Inclusion Council

Time frame
Immediate implementation

Assessment
Brief survey of selected board members re: climate, perceptions. (Pre-post after selected time, annually). Measure change in perceptions, actions.
2. Revise LEAD Plan Objective 4.4

Observation
The purpose of Lead Plan Objective 4.4 is to increase student diversity. Its goal is to “expand student diversity and sustain an enrollment of 2135 in the Corps of Cadets.” The objective is well stated. The action items, however, tend to reinforce the negative stereotype that the only way to increase minority enrollment is through athletics and/or need based funding.

Desired End State
While additional athletic and need based funding will help increase the number of minority students in the Corps of Cadets Lead Plan Objective 4.4 should include additional action items to accomplish this task.

Recommended Actions
- Establish a minority recruiting plan specifically for each ethnic minority group
  - Provide the necessary funding to support the recruiting plan
- Create additional scholarships for minority students
  - Assist the Minority Alumni Association in gaining support for the scholarships established to support minority cadets.

Action Lead
Admissions

Time Frame
A minority recruiting plan and estimated budget can be created during the 2016-17 school year and implemented with the recruitment of the class of 2021.

Assessment
Track recruiting plan data, look for demographic shifts, increased number and percentage (in line with demographics), track athlete vs. non-athlete admission, retention and graduation with relation to increase in non-athletes. Track increase (number and amount) of scholarships available via the Minority Alumni Association.
3. Evaluate current admission criteria to ensure equal opportunity for minorities and women.

**Observation**
We currently put a large amount of weight on standardized test scores in Admissions. The trend is moving away from the emphasis being on SAT/ACT scores due to their negative correlation to socioeconomic status. High school GPA, course rigor/selection, along with community service and other activities are better qualifiers to determine academic success.

**Desired End State**
As an institution, we place greater value on the determinants that demonstrate higher academic success and less value on standardized test scores that may rule out those we are trying to attract due to the nature of the test.

**Recommended Actions**
- Review current internal and external data regarding predictive validity of standardized test scores
- Establish new admissions guidelines consistent with other public colleges and universities
- Communicate new guidelines to high school Guidance Counselors
- Accurately track and measure the impact of this decision on our diversity goals

**Action Lead**
Admissions

**Time frame**
Applied to fall 2017 admissions

**Assessment**
Track applicant data from inquiry through graduation. Track and measure impact of changes in admissions criteria with attention to potential predictive validity of standard scores with GPA, retention and graduation. (True research questions with methodology and results measured.) Empirical data to be evaluated by Institutional Research will include high school GPA, and four-year graduation rate for targeted student populations.
4. Use 2018 TERI expiration as an opportunity for diversity succession planning

**Observation**
While internal promotions happen at The Citadel, there is a great opportunity forthcoming with the expiration of TERI in 2018. Succession planning could be put in place to groom the right people to fill the vacant positions we desire to fill.

**Desired End State**
Succession planning is implemented for all key positions with diversity being one of the main factors in determining who is included in the succession planning program. Less time and money is spent recruiting for open positions and we are providing advancement opportunities to employees on campus.

**Recommended Actions**
- Determine which positions would be vacant due to TERI ending
- Evaluate which positions would be filled or if restructuring would occur after the program expires
- Develop a general succession planning program that can be tailored with specifics for each position
- Determine the candidates likely to be successful in a succession planning program for the available positions
- Gain candidate interest in participation in a succession planning program

**Action Lead**
Vice Presidents and Human Resources

**Time frame**
Immediate implementation

**Assessment**
Track advancement data through Human Resources. Review individual succession plans for interim stage review and share results.
5. Expand Student Recruiting efforts

The Citadel currently employs a variety of recruiting strategies to gain prospective students. To reach an even more diverse group of students, we recognize that more targeted strategies need to be implemented. The following four recommendations have been established each with their own observations and actions.

A. Effectively use JROTC programs for student prospecting

Observation
The best of these students have high GPA’s and enjoy the military structure. These are factors that would aid in the success of a student.

Desired End State
Targeted recruiting at this level results in a higher yield of minorities and women. Those recruited will have increased interest in enrolling with us due to military career interests after college.

Recommended Actions
- Research schools across the country with high ranking JROTC’s
- Cross reference those schools with high minority/female populations or participants
- Develop a recruiting plan to visit with schools and connect with JROTC representative and Guidance Counselors
- Establish a mechanism to measure success

Action Lead
Admissions and Office of the Commandant

Time frame
Fall 2016 - Research and relationship building
Spring 2017 – Focus on recruiting high school juniors

B. Involve current cadets and alumni in hometown recruiting

Observation
Many cadets return home on leave and visit with friends and family members. Many make return visits top their old high school for various reasons. Engage alumni who live in proximity to connect with these cadets and potential students to make more effective use of their time for a greater impact or return.

Desired End State
We could be more strategic about these efforts by helping to make the connection of the two parties. The current student would be a recent graduate of the high school and the alumni will be the seasoned business community person. Both would be sharing their Citadel experiences from different perspectives.

Recommended Actions
- Collaborate with The Citadel Alumni Center to begin matching current cadets with alumni with a focus on minorities and women
- Establish an Ambassador Program if one is not already in place
- Establish a script, topic list or outline for each recruiting pair
- Create proper incentives for cadets to increase participation (leadership credit, leave passes, etc.)
- Develop a plan of action with schools to help facilitate the local student interaction (utilize business community alum)
- Establish a plan to measure the effectiveness of program
- Establish a champion for the alumni groups representing targeted areas (minorities, women, etc.)

Action Lead
Admissions, Office of the Commandant, Alumni Office, Minority Alumni Association
C. Connect with Guidance Counselors in targeted schools

Observation
The South Carolina Department of Education previously conducted a statewide college tour for Guidance Counselors providing them with an opportunity to become familiar with the colleges and universities within the state and their admissions departments. This program was discontinued due to funding.

Desired End State
The Citadel establishes its own program (possibly in conjunction with College of Charleston) to host Guidance Counselors on campus to establish a better understanding of The Citadel culture, build relationships, provide detailed information about our program offerings, campus life and our overall diversity goals for our campus.

Recommended Actions
- Begin building a list of Guidance Counselors from across the state
- Determine potential desire to collaborate with College of Charleston
- Build programming for visit (speakers, topics, tours, logistics)
- Establish a mechanism to measure success

Action Lead
Admissions, ROTC, Office of the Commandant

Time frame
Fall 2016
- Begin building lists of targeted schools.
- Determine if collaboration with College of Charleston is viable.
Future
- Expand to include Guidance Counselors from targeted areas/schools beyond SC (locate funding)

D. Provide support for more students to visit the campus

Observation
The conversion rate for those potential students who make a campus visit compared to those who do not is high. We should provide a means of assistance to those students who are unable to attend campus visits for financial reason so they have an opportunity to attend.

Desired End Result
More minority and female students who may have been at a disadvantage now have an opportunity to visit The Citadel and make a more informed decision about attending the school.

Recommended Actions
- Create program with specifics (stipend vs. reimbursement, amount, qualifiers, whole or partial fund, etc.)
- Decide if this would be a one-time stipend or a scholarship
- Research if this would work better in conjunction with JROTC recruiting
- Create a video detailing the true day in the life of a cadet with extra emphasis on minority and female cadets
- Research funding avenues

Action Lead
Admissions and Office of the Provost

Time frame
Fall 2017

Assessment
Applicant tracking system, look at increase in yields in specific markets. Determine initial source of positive decision point and increase admissions marketing to that segment. Track retention, GPA, internship experiences and graduation plans/employment. Track guidance counselor connection with admission visits for possible collaboration in area with alumni group/campus visits. Monitor activity of social media on video.
6. Establish a Center for Diversity and Inclusion

Observation
With the establishment of a Center for Diversity and Inclusion (CDI), academic and student centered diversity and inclusion activities would be housed in one space. The programming and activities would be focused on providing a space where students can obtain information, learn more about different cultures and ethnicities, find resources to assist them academically and provide a relaxing, social atmosphere. Specifically, the CDI would incorporate the following recommendations from the Task Force and expand to serve the needs of the campus.

Desired End State
The CDI would provide a space for students to collectively learn and discuss diverse issues. It would also be a place where our student and academic efforts would generate. This would also help The Citadel continue to provide a collaborative and unified focus on diversity and inclusion efforts in these areas.

Recommended Actions
- Establish mentoring programs to aid in the academic support and retention of minority students and women.
- Establish a Junior Faculty Mentoring Program in combination with Staff Mentoring Program
- Provide increased opportunity for cadets/students to provide feedback
- Establish co-curricular activities to enhance cultural competence and address diversity issues
- Provide additional support to clubs and organizations that aid in the retention of minority students.

Action Lead
Diversity, Equity and Inclusion Council and VP’s

Time frame
The combined work and the use of the CDI could begin in the spring 2017

Assessment
Survey student needs, provide opportunities and measure satisfaction with services and experience. Track number of participants and involvements of participants in clubs and organizations. Track level of satisfaction and inclusion. Retention rates, increased leadership experiences and leader development. Note: Proposal should include data points necessary to fulfill mission.
7. Expand training options in diversity and inclusion college-wide
   - Create a diversity training program that fits into the current Leadership Training plan and identify the core value that is addressed in each Leadership Training module.
   - Increase the amount of diversity training available college-wide

**Observation**
While NCBI workshops continue on campus, it is a voluntary program by design and we do not have a mechanism in place to measure the effectiveness of the program on the thoughts and behaviors of those who have attended. Additionally, mini-refresher courses should be provided for those who have already attended to help keep the principles fresh for participants. In addition to NCBI, diversity training should be offered and participation should be required as a part of a successful annual performance evaluation for all employees.

**Desired End State**
Diversity and inclusion training is provided on an ongoing basis with opportunities for faculty and staff to attend as part of a training requirement for annual performance evaluations.

**Recommended Actions**
- DEIC to develop a list of specific topics to conduct training on based on departmental feedback (implicit bias, micro-aggressions, mini-NCBI's, Safe Zone, cultural competency, etc.)
- Review existing data and collect new data to determine the cultural climate of the campus (cultural assessment) to look for training opportunities or policy adjustments.
- Conduct a campus skills survey to create a skills inventory to see what options we have internally for training facilitators
- Research options for bringing external training facilitators to campus
- Research conference and workshop opportunities where, with respect to budget, we would be able to send employees for training
- Look for ways to incorporate a diversity speaker/topic into campus sponsored events
- Be sure training has an ongoing measurement component to determine shift in attitudes and behaviors

**Action Lead**
Krause Center, Human Resources, Diversity, Equity and Inclusion Council, Office of the Commandant, Office of the Provost

**Time frame**
Fall 2016 Planning
Spring 2017 Implementation

**Assessment**
Track number of programs and participants. Pre-survey of knowledge, skills and attitudes. Post survey. Pre-post assessments of cultural climate via online surveys. Track campus sponsored speakers for diversity inclusion/topics for increased conversation and cultural awareness. Measure shift in attitude and behaviors in Citadel Experience, NSSE, MSL data, LDRS 101/111 course evaluation data. Track students through LDRS 201/311 and ROTC fulfillment courses. Ethical Reasoning pre-and post-test survey (aggregate) data. Attitudinal questions to be included in current surveys.
8. Increase student’s knowledge about the social context and significance of The Citadel's history

Observation
Many students are not aware and as a result do not have an understanding or the context in which The Citadel was established in 1842, historical relationships between The Citadel and the surrounding community, and the importance of cultural diversity to the development of Charleston and SC.

Desired End State
The Citadel’s overall curriculum offers students understanding and awareness of The Citadel’s dynamic history around race, gender, and other relevant diverse groups.

Learning Goal
Students understand the history of The Citadel, Charleston, and SC from multiple perspectives and how this impacts students from a broad range of backgrounds as well as the school itself.

Recommended Actions
Formal focus on the complete history of The Citadel including

- The purpose of why The Citadel was created
- How The Citadel has contributed to the history of Charleston and South Carolina
- The relevance of cultural diversity to the history, economic development, and politics of the school, city, and state
- The contributions and achievements of cadets and alumni from diverse groups
- Tie historical events/achievements to current and future directions for The Citadel
- Historical tours in tri-county area for freshmen to learn history of Charleston and the relevance of The Citadel to that history

Time frame
Short-term

- Ensure that required leadership courses and The Guidon include accurate historical information that addresses the relevance of diverse groups to the history and future of The Citadel
  - Edit the historical section of The Guidon to acknowledge important historical events that have brought attention to The Citadel’s response to diverse populations and ultimately increased The Citadel’s overall diversity and inclusion
  - Develop case studies addressing significant events (e.g., recent "pillowcase" incident, Kevin Nesmith hazing incident, Shannon Faulkner’s challenge of single-gender policy), for use in CIT101

Medium-term

- Work with faculty teaching in our History department to identify places in the academic curriculum where such content could be incorporated
- Work with school leadership to assist departments/schools with identifying diversity and a plurality of information relevant to their disciplines that can be shared with students where appropriate (e.g., orientation materials, webpage describing department/school). The Oral History program is an on-campus resource that should be involved in this process.
- Develop a stronger relationship with the community that surrounds The Citadel. Departments/schools are encouraged to strategically align the opportunity to engage with a diverse set of speakers from the surrounding community who have experienced The Citadel’s history. We have numerous alumni who would be honored to speak with classes, clubs, departments/schools as well as the entire school.

Potential resources
Citadel Alumni Association
Minority Citadel Alumni Association
Daniel Library
Former Mayor Joseph P. Riley

Suggested readings (excerpts/possibly full books):
In Shadow’s Glory (Manegold)
In the Company of Men (Mace)
Charleston in Black and White (Estes)
Marching in Step (Macaulay)
Long Gray Lines (Andrew)

Action Lead
Office of the Provost, School or Humanities and Social Sciences, Daniel Library, Office of the Commandant
**Time frame**
Summer, 2016 to continue through AY2016–2017 with immediate implementation of short-term recommended actions, fall, 2016

**Assessment**
Track sources of additional references, (i.e., markers, Guidon, LTP lesson). Course Evaluations, Senior Survey, Alumni Survey. NOTE: CIT 101 is now LDRS 101.
9. **Enhance faculty competence and confidence in delivering diversity topics in their field of study and faculty and staff members’ skills for addressing prejudicial or culturally biased comments in the classroom and on campus**

**Observation**
Many faculty members have an interest in diversity topics but have not developed expertise in how to relate these to their academic discipline. Most faculty and staff members have not had instruction in how to manage classroom or campus discussions of controversial issues.

**Learning goals**
Faculty members will develop skills for integrating diversity into the courses they teach. Faculty and staff members will report an enhanced ability to manage discussions of controversial issues, increased confidence to address prejudicial or culturally biased comments, and increased motivation to facilitate discussions addressing a variety of cultural perspectives.

**Desired End States**
Increase the capacity of faculty to deliver courses that focus on diversity topics within academic disciplines across the curriculum and faculty and staff skills for managing difficult discussions in the classroom.

**Recommended Actions**
- Capitalize on the expertise of faculty in the Department of Leadership Studies in the areas of diversity and leadership.
- Establish a Diversity Infusion Project (an example of this implemented at Elon is at http://www.elon.edu/e-web/academics/teaching/diversity.xhtml)
  - Focus of the program is either
    - Developing a new course with primary focus on a diverse population or diversity related content area OR
    - Modifying an existing course to incorporate content relevant to diversity.
- Provide trainings on leading classroom and campus discussions on controversial issues and addressing prejudicial and culturally biased comments from students in a way that promotes a welcoming learning environment for all students
- Continue the National Coalition Building Institute program for faculty and staff which has components that assist participants in learning ways to facilitate meaningful dialog about controversial issues.

**Action Lead**
Office of the Provost and Diversity, Equity and Inclusion Council

**Time frame**
Planning new training programs AY 2016 – 2017. Some implementation in fall, 2016 (continuation of existing programs), with further implementation to begin summer, 2017.

**Assessment**
Pre-post training surveys. Track number and increase of impact courses and evaluations. Track number, participant demographics and future involvement of NCBI faculty and staff. Record changes in core curriculum and track changes in evaluations, NSSE, AAC&U rubrics (Taskstream assessments). Note inclusion in faculty annual Personal Data Sheets (PDS) as tracked by school assessment director. MSL data changes to reflect course discussions and topics. Chronicle of Higher Education workplace data.
10. Enhance student support for academic success for minority, veteran, and first generation students

Observation
Graduation rates for minority students are lower than those for white students. Many veteran students are adjusting to college for the first time as well as readjusting to civilian life. Success in the classroom often requires deeper academic support, particularly for these diverse groups of students.

Desired End State
Graduation rates for minority, veteran, and first generation students will be comparable to those of white students.

Recommended Actions
- Conduct an assessment of academic needs for minority, veteran, and first generation students.
- Expand resources specifically for minority students through Multicultural Student Services that leverage involvement of the community and mentoring as critical components.
- Expand resources for veteran students through the Office of Military and Veterans Affairs.
- Given that Latino students are the fastest growing demographic population in the Lowcountry, expand resources and develop strategy to support through academic and social mentoring the recruitment, retention and completion rates of Latino students.

Action Lead
Office of the Provost, Academic Support Center

Time Frame
Immediate implementation

Assessment
Retention and graduation rates. Track SCCC leadership involvement and high impact experience involvement. Track MSS and veteran office participant experiences. Review statement for ability to differentiate groups. NOTE: Veteran status and first generation student data are self-reported.
11. Ensure that all students have meaningful exposure to diversity, equity, and inclusion as part of their core academic experience and their major field of study.

**Observation**
Currently, issues related to diversity, equity, and inclusion are primarily found in bits and pieces within courses within the core curriculum. Not all academic schools/departments have required coursework that includes focus on diversity in each major/program. Changing demographics in the U.S. and increased globalization require college and graduate level graduates to be comfortable and adept working with diverse individuals.

**Learning goals**
Students understand diversity, equity, and inclusion from the perspective of multiple disciplines delivered through the core curriculum and from the perspective of their chosen major field of study. Students understand the relevance and importance of multiple perspectives from a broad academic perspective. Students are familiar with the contributions of diverse individuals to the current state of knowledge in their chosen field of study and applications of their field of study to the experience of diverse populations.

**Desired End State**
The overall goal of this recommendation is to infuse all aspects of the student’s academic experience with exposure to diversity, equity, and inclusion within the core curriculum and within their major course of study. Students will appreciate the contributions of diverse individuals to past and present society and how the tenets of their field of study can be applied to diverse populations and problems.

**Recommended Actions**
Exposure to diversity, equity, and inclusion will be accomplished primarily by bringing these issues into the broader context of current coursework, rather than adding courses to the requirements of the core curriculum or major course of study. In some cases, specific coursework addressing these issues may need to be added.

**Core curriculum**
- Leverage the forthcoming General Education review to ensure it addresses diversity learning goals.
  - In collaboration with appropriate committees (e.g., Curriculum Committee) modify the introduction to the undergraduate curriculum to include an additional General Education Student Learning Outcome related to Diversity Awareness Learning Outcome.
  - Review current courses to determine the extent to which diversity/inclusion topics are already being delivered and enhance areas where these topics are not included.
- Diversity topics should be woven into the fabric of the Core Curriculum and required courses when possible rather than presented in a new, stand-alone course
- Current events and common experiences should be seen as opportunities to share reactions, thoughts, and considerations of their implications as they are relevant to diverse populations and perspectives.
- Create a pathway for students who seek a certificate or another academic recognition for having engaged deeply with multicultural coursework and co-curricular experiences. Rather than covering this in an additional course, students weave courses and experiences already offered in the curriculum to achieve this goal. This could be completed over the course of students’ academic studies. Students would have a menu of activities/courses/experiences from which they can choose. Many of their options would “count twice” – e.g., towards their major, towards required number of electives. For example:
  - Completion of NCBI workshop
  - Service learning project
  - Research project addressing a question related to a diversity topic
  - Participation in cultural events/activities (e.g., historical sites, museum tours, author talks, subject matter expert speakers) with a brief written report as means of evaluation
  - Completion of two – three courses from a list of relevant options
  - Students would complete relevant assessment measures and reflective pieces that would indicate their awareness of the importance of diversity

**Major course of study**
- Each school/department will complete a curriculum audit and develop an academic diversity plan.
  - Each school/department diversity plan should include how its curriculum supports core values, including Honor, Duty, and Respect.
The process should begin by reviewing current courses to determine the extent to which diversity/inclusion topics are already being delivered and enhance areas where these topics are not included.

- Each school/department should create an academic roadmap that describes the full spectrum leadership experience that includes significant focus on diversity, equity, and inclusion.
- Each school/department should invite successful alumni (particularly those in underrepresented groups) back to campus to share what they accomplished during their college/professional career.
- Each school/department should facilitate mentoring relationships between students and successful alumni (particularly those in underrepresented groups).
- As is relevant to the discipline, each school/department should offer relevant applied and co-curricular experiences that expose students to diverse populations. These could include discipline-specific practicum/internship/service/undergraduate research experiences within the Lowcountry community, as well as study abroad.
- Each school/department should have assessment points that measure students’ understanding of diversity-related material and intentionally include reflections that help students relate material to their personal and professional lives (including leadership style/skills)

**Action Lead**
Office of the Provost

**Time Frame**
Planning and implementation to begin immediately and continue over the next two academic years, 2016-2017/2017-2018.

**Assessment**
Identify sources of exposure in current curriculum and monitor changes in revised core curriculum. Develop learning goals and add general education Student Learning Outcomes (SLO) to each course. Add question(s) re: SLO to Senior Survey. Track reflections in Taskstream related to SLO and experiences. Track number of students enrolled in pathways and use AAC&U rubrics to track progress of benchmark to milestone. Analyze service learning data and reflections for growth. Track data related to Carnegie designation for SLCE and the President's Honor Roll designation. Develop common template for tracking and reflection (Taskstream) Track all High Impact Programs/Experiences and include reflective essay. NSSE, MSL, Citadel Experience Survey, Alumni Survey to track changes.
12. Enhance student competencies for working with diverse groups and as a result enhance the Core Value of Respect across all campus groups

Observation
Students do not always adhere to the Core Value of Respect. At best, many students appear to be unfamiliar with the history and life experiences of groups other than their own. At worst, some students openly express oppressive comments and/or behavior towards groups other than their own. While everyone holds stereotypes and biases about both their own, and other groups, these are often unexamined. In addition, “diversity” is a much broader concept than simply race and gender. Finally, “inclusion” is a more complex construct than simply having representation of people from diverse groups on campus.

Learning Goal
Students will have awareness of biases, knowledge of groups other than their own, and skills to function successfully in a diverse environment.

Desired End State
Students have increased multicultural competence and are prepared to succeed and lead in inclusive environments made up of broadly diverse individuals and groups. Ideally, The Citadel would produce open-minded graduates who are willing to have discussions of competing ideas and be able to take skills for effectively working in diverse environments into their post-graduate careers.

Recommended Actions
Be intentional about incorporating diversity-related topics into all Leadership programs (Krause Center, Department of Leadership Studies, Commandant’s Leadership Training Program). This will involve organizational planning by the Leadership Development Council, Leadership Committee of the Faculty Senate and the Office of the Provost. It is recommended that they consider the following actions:

- Create permanent liaisons between the Leadership programs and faculty specializing in southern and African American culture/history as well as the history of race relations in the US.
  - Outcomes here are educational programs/events for cadets and broader community (e.g., Krause Leadership Symposium; offerings by Department of Leadership Studies)
  - Create a position for an endowed chair in Social Justice to contribute to diversity, leadership, and ethics initiatives.
- Develop course modules and connection to experiential moments in the SCCC leadership program that address issues of diversity and race relations as an integral part of all Leadership programs.

Enhance students’ multicultural competence through co-curricular activities that offer direct opportunities to interact with diverse individuals and groups.

- Continue Service Learning and Civil Engagement (SL&CE) requirements over the four-year undergraduate curriculum and follow best practices to enhance the academic learning outcomes from such experiences.
- Enhance opportunities for CGC students, faculty, and staff for SL&CE experiences
- Bring in diverse speakers for mandatory (i.e., Greater Issues) and optional academic programs
- Strategically consider moments when senior leadership of the college can publicly encourage all members of the community to commit themselves to the work of building the finest learning environment for issues of diversity, equity and inclusion.
- Continue offering the National Coalition Building Institute: Welcoming Diversity: Leadership in Diversity and Respect workshop to members of the campus community on a voluntary, but highly encouraged and easily accessible basis
  - Focus on specific cadet groups (e.g., Human Affairs Team, Academic Officers, cadet leadership, second semester freshmen).
  - Bi-monthly/monthly follow-up opportunities (e.g., Cadet Leadership in Diversity and Respect club, NCBI monthly meetings for faculty, staff, CGC students)
  - Offer segments of the program in academic courses when requested
- Engage and support students in research relevant to diversity, equity, inclusion

Action Lead
Office of the Provost, Krause Center, Office of the Commandant
**Time Frame**
Begin immediately and continue phasing in

**Assessment**
Develop baseline (pre-test), NSSE, MSL data. Add diversity related questions to the Ethical Reasoning Survey (pre and post) administered on Matriculation Day and in LDRS 111, 201, 311 and ROTC fulfillment courses. The Citadel Social Climate Survey (administered every other year and available from IR) has a Gender Climate section and a Race and Ethnicity Climate section. Work with Faculty Senate, KCLE and Office of the Provost to identify liaisons. Identify data in each specific area and follow changes in MSL, Experiential Transcript entries, GivePulse (SL) data, research and SL project proposal themes. Track LTP module topics, and number/type of CGC/undergrad/veteran involvement. NOTE: Online LDRS 500 course data (pre/post) may provide baseline data.
13. Enhance interaction between area schools around issues of diversity

Observation
There is little interaction between area schools of higher education, particularly around issues related to diversity.

Desired End State
Greater collaboration with other schools in the community to address leadership in diversity

Recommended Actions
Support diversity-related programs involving local colleges/universities.
Communicate/share information between schools about offerings in diversity
Intentionally engage in collaborative efforts to support school symposia, conferences, and lectures

Action Lead
Provost Office and Diversity, Equity and Inclusion Council

Time Frame
Immediate and ongoing

Assessment
Identify and track speakers, conferences and lectures via KCLE, school assessment liaison/team and Office of the Provost. KCLE leadership conference recipients write reflective essay, could track against leadership rubric/respect.
14. Ensure that our policies, procedures, and regulations, as well as our facilities, supplies, and staffing accommodate the needs of a diverse student body.

**Observation**

Our policies, procedures and regulations are the guidelines for the day to day operations for the campus. A thorough review will provide the opportunity to make any necessary changes or additions to our policies to be inclusive of all students regardless of race, ethnicity, sexual orientation, gender, gender identity, religion, disability, or any other facet of their identity.

**Desired End State**

Our policies, procedures and regulations are the guidelines for the day to day operations for the campus. A thorough review will provide the opportunity to make any necessary changes or additions to our policies to include groups of students who may not have traditionally attended The Citadel or students who did not disclose their sexual orientation or gender identity.

**Action Items**

- Develop a plan to increase the diversity of TAC Officers
- Evaluate and monitor the supplies sold on campus that specifically address the needs of minority/female students
- Place an adequate number of female freshmen in a company to aid in their cohesiveness and retention
- Add female latrines to the fourth division of each barracks
- Staff the barber shop to cater to a diverse group of students
- Review our current policies and procedures to ensure that they are inclusive of groups that historically have not been enrolled or due to previous federal guidelines (i.e. Don’t Ask Don’t Tell) have not revealed their identities

**Action Lead**

Vice Presidents and Diversity, Equity and Inclusion Council

**Time Frame**

A committee can be created within the DEIC to begin reviewing our policies and procedures immediately.

**Assessment**

Review of policies, with specific recommendation. Track changes. Track infractions of policies. Review professional development. Office of the Commandant to track diversity of TAC/staff to increase representation to mirror SCCC. Review demographics of female cadets in each company, track for retention and leadership experiences. Identify outcomes and plan dissemination of info plan. Data available in Institutional Research as collected annually in the Citadel Experience survey.
15. Review barracks life and how that contributes to the overall cultural climate and inclusion of minority and female cadets.

**Observation**
Our barracks are viewed as our leadership laboratories. It is imperative to ensure that diversity, equity, and inclusion are a part of the laboratory experience.

**Desired End State**
If a current review of the barracks life indicates that there is a lack of diversity, equity and inclusion in the barracks, then an action plan will be created to begin changing the culture of the barracks.

**Action Items**
- Utilize surveys to analyze the cultural climate in each of the five barracks
- Conduct focus groups with students from each of the five barracks
- Review the Night OC program to determine its effectiveness in its current state

**Action Lead**
Office of the Commandant and Diversity, Equity and Inclusion Council

**Time Frame**
Surveys, focus groups and a review of the Night OC program can be completed during the 2016-17 school year.

**Assessment**
Review data compiled during 2016-17 for climate and previous Citadel Experience data by company/battalion. Identify Night OC instrument, identify surveys, train focus group leaders, identify interventions and follow-up data.
16. Establish a preparatory program for incoming students whose GPA and test scores fall within a certain range, addressing potential difficulties with starting college and the fourth class system simultaneously.

Observation
The United States Service Academies have preparatory programs for students who do not meet the rigorous admissions standards but demonstrate the potential to do so with additional support. A similar program at The Citadel would be beneficial in recruiting a more diverse student body.

Desired End State
The Citadel provides a unique educational experience. It is our goal to provide that experience to as many young men and women who express an interest and possess the academic and physical qualities needed to be successful. Some students have a strong interest but lack the academic background or the physical conditioning to become a member of the Corps of Cadets. A preparatory program would address the shortcomings of this group of students and prepare them to become members of the Corps of Cadets in one year.

Recommended Actions
- Establish a committee to determine the feasibility of establishing a preparatory program at The Citadel. The committee should consider several models to determine the best model for incoming students. The models should include:
  - An on-campus model that allows students to live on campus and attend classes as day students without being members of the Corps of Cadets
  - An intensive summer program solely focused on academics
  - A bridge program with Trident Technical College that allows students to enroll full-time at TTC and take two classes per semester at The Citadel for one year before becoming a member of the Corps of Cadets.

Action Lead
Office of the Provost and Academic Affairs

Time Frame
The committee should have at least a year to review the possible models and make recommendations on the type of program, cost to implement the program, and an estimated implementation date.

Assessment
CSI and Early Alert data may be helpful in planning efforts.
17. Establish visible markers on campus that recognize the accomplishments of minorities.

**Observation**
With the exception of McAlister Field House, there are very few visible markers that highlight the accomplishments or minority alumni on campus.

**Desired End State**
Create an environment that is more welcoming to minority prospective students, visitors, prospective employees, etc., by establishing visible markers that highlight the successes of minority alumni, faculty, staff, and students.

**Action Items**
- Plan a 50/20 celebration to commemorate 50 years and 20 years respectively of African Americans and women entering the Corps of Cadets
- Establish an ROTC Hall of Fame. This will allow a more diverse group of graduates to be visibly recognized on campus
- Recognize the first African American graduate with a visible marker on campus

**Action Lead**
SVP Operations and Administration, Diversity, Equity and Inclusion Council, Alumni Office, The Citadel Foundation

**Time Frame**
This recommendation can be implemented with the 2016/17 school year with the 50/20 celebration and the framework for the ROTC Hall of Fame should be completed and ready to select members during Homecoming of 2017.
18. Explore a faculty member trade program with in-state HBCU’s

**Observation**
As we continue to struggle with building a diverse faculty, the HBCU’s in the state have the same problem in opposite ways. This program would allow faculty members from both campuses to experience the great things about working on each campus. This information can be shared personally or via testimonials or as a reference for potential employees to reach out to.

**Desired End State**
We have a faculty semester trade program in place that benefits both schools in the area of diversity recruiting and a different level of professional development.

**Recommended Actions**
- Connect with the Provost or HR Department of SC State University and Claflin University to determine desire to participate
- Determine schools/department with the greatest needs to find matches
- Determine faculty who would be interested in participating in program and incentivize if necessary
- Develop a means to measure program effectiveness
- Create a MOU between the institutions

**Action Lead**
Office of the Provost and Human Resources

**Time frame**
This could be implemented beginning fall 2017.

**Assessment**
Survey faculty member pre/post exchange period. Track future collaborations/research/continued collaboration among campuses.
19. Be transparent regarding diversity data and activities

Observation
We recognize that our diversity numbers are not the best. We should share these numbers openly to enlist assistance from others and to shed light on our efforts. If we share that we are working on it, others will help us be successful.

Desired End State
We openly admit this area of weakness and “rip off our own bandage” so that we tell our news, in our way to achieve the response we desire. This would include all areas, cadets, students, faculty and staff.

Recommended Actions
- Diversity numbers are reported quarterly at BOV meetings
- Diversity numbers are posted to our website along with our efforts to improve
- Dashboard reports are shared with departments quarterly to help them understand the overall campus goals

Action Lead
SVP Operations and Administration and Office of Communications and Marketing

Time frame
Immediate implementation

Assessment
Student, faculty/staff, employee data. Track efforts and share results. Online surveys and focus groups. Dashboard development capability available through Institutional Research.
20. Develop an internal and external diversity marketing campaign

**Observation**
A campaign of this nature would provide us an opportunity to focus on our Core Value of Respect. To help get the attention of the campus community to focus on this area a campaign surrounding diversity will send a bold message of how we value it here at both internally and externally.

**Desired End Result**
The campus community and our external community have a better understanding of The Citadel's commitment to diversity and how vital it is to the success of our institution.

**Recommended Actions**
- Form a committee of DEIC members and Marketing Team members to establish the marketing plan
- Marketing plan would include what publications would include advertisements, billboard placements, bus wraps, t-shirts/promo items, radio ads, use of hashtags, etc.
- Select members of the campus community to highlight/quote in the campaign

**Action Lead**
Office of Communications and Marketing and Diversity, Equity and Inclusion Council

**Time frame**
Campaign could be initiated in early 2017

**Assessment**
Recruitment data, changes in NSSE, MSL, Senior and Alumni surveys. Track advertisement and marketing numbers. Share Institutional Research data/Executive Summaries with larger audiences.
21. Establish consistent recruiting, onboarding and retention programs across campus

Observation
Consistency plays an important role in attracting the best and brightest candidates. Our current recruiting process is uneven due to some departments having a larger budget than others. Additional outreach is often desired to reach underutilized groups but seldom achieved due to lack of departmental funding. Therefore, recruiting, onboarding and retention is different for each department due to budget constraints.

Desired End State
Every department has the opportunity to attract a diverse applicant pool. All candidates have a consistent experience during the interview process. Each new employee has everything they need (equipment, information, resources, etc.) to be successful. Each department has a program in place to help retain employees.

Recommended Actions
- Develop a Diversity and Inclusion Plan for each school, division or VP area
- Budget all recruiting funds in HR to provide consistent recruiting efforts for every area
- Utilize multi-use outreach advertising sites such as scdiversity.com
- Increase the involvement of HR in the faculty hiring process
- Create a recruiting outline for faculty and for staff to be followed by each area.
- Create an onboarding program outline providing the basics for every new employee
- Create a retention program outline to provide a list of options for supervisors to choose from

Action Leads
Vice Presidents and Human Resources

Time frame
Immediate Implementation

Assessment
Track placement of vacancy lists, applicant data, employee retention and satisfaction data. Exit surveys. Track diversity plans by school, division and VP areas.
22. Promote The Citadel as a professional and academic conference venue

**Observation**
Our campus has a unique setting to host several different types of conferences in events. This could be an opportunity to expose external members to The Citadel community and all that we have to offer. Promoting this will also help solve the mystery of what goes on “behind the gates”, dispel some preconceived notions regarding military service and uniforms while providing an increased revenue stream for the college.

**Desired End State**
More people begin to experience The Citadel in a different way and we are provided with more opportunity to share our story and provide a unique experience.

**Recommended Actions**
- Evaluate how we are currently marketing our space for conferences and events
- Be sure faculty and staff have materials in hand to help them promote our campus facilities as a venue within their professional groups and organizations
- Establish a discount program for groups and organizations that employees are participating with
- Develop collateral to include in conference packets or in display areas

**Action Lead**
Office of Communications and Marketing

**Time frame**
Fall 2016

**Assessment**
Track inquiries for conference and event space (group demographics and source of initial contact), track tour requests (source of initial contact), increase diversity of people featured in publications and larger scope of activities (i.e., student high impact experiences) in addition to on-campus SCCC rank and leadership positions/experiences.
President’s Task Force for Advancing the Citadel’s Commitment to Diversity and Inclusion

Members

The Citadel would like to thank all Task Force members for lending their time, talent and energy to this process. The effort expressed and given as this progressed has been tremendous and greatly appreciated. You each have our sincere gratitude. Thank you for exemplifying our core values...Honor, Duty, and Respect and for helping us continue to be, and train our students to become...Principled Leaders.

Admissions/Retention/Hiring Committee

Leaders
Col. Tom Philipkosky, Sr. VP, Operations and Administration
Mrs. Shawn Edwards, Chief Diversity Officer

Members

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Campus Life Committee

Leaders
CAPT Geno Paluso, Commandant of Cadets
LTC Robert Pickering, Director, Multicultural Student Services

Members

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Curriculum Committee
Leaders
Dr. Connie Book, Provost
Dr. Julie Lipovsky, Assistant Provost for Diversity Initiatives

Members

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Final Thoughts...

The Citadel continues to remain committed to Diversity, Equity and Inclusion for all members of the campus community. We will make every effort to ensure that we have created an environment and a culture that contributes to the success of all. To that end the Citadel’s Diversity, Equity and Inclusion Council will continue to move this work forward. It is our desire that every member of the campus community become a champion for diversity in their own unique way. We ask that all reviewing this report join us in our effort to sustain an equitable and inclusive environment.

Questions regarding this report should be directed to:

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