# COLBY COLLEGE

# PRESIDENTIAL TASK FORCE

## on

# DIVERSITY, INCLUSION, and EQUITY

# FINAL REPORT

# June 30, 2016

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# CONTENTS

**THE PRESIDENTIAL TASK FORCE ON DIVERSITY, INCLUSION, AND EQUITY**

In the academic year 2014-15, David A. Greene became Colby College's 20th president, initiating a new chapter in our institutional history based on the belief that this is Colby's moment to carve its own distinctive path. Embedded in that bold vision of possibility are the principles of diversity, inclusion, and equity as integral to our academic excellence.  In his 2015 Spring Letter to the community, President Greene insisted that we can fulfill our educational mission only if "we engage the widest possible spectrum of ideas, perspectives, and experiences as informed by the backgrounds, cultures, identities, and beliefs of our faculty, students, and staff."  During the 2014-15 academic year, we witnessed a 30% increase in administrative staff of color, a 62% increase in student applicants of color, a 50% increase in first-generation student applicants, a $1.2 million dollar increase in new financial aid resources for the class of 2019, and the first-ever collaboration with Thomas College to discuss race relations in our shared central Maine community.

Just as diversity is integral to excellence, however, so it can also engender conflict and tension. In the spring of 2015, when several students at Colby publicly protested police violence against the Black community across the US, a series of hateful, anonymous YikYak postings appeared in response. With courageous leadership, President Greene called the community together to take an unequivocal public stand against such bigotry and racism. This was followed by a Teach-In in the dining halls and a promise to organize a series of forums to continue the conversation during the 2015-16 academic year. This past year, President Greene fulfilled that promise and has continued his efforts to develop our community's understanding of and value for diversity, inclsuions, and equity across the different organizational spheres that we inhabit.

It is in this context of institutional review and aspirational transformation that President Greene formed the Task Force on Diversity, Inclusion, and Equity in November 2015.  The President appointed 16 members from across the campus, including students, faculty, and staff. Confident that our intellectual community can move beyond "add-on" models of diversity that do little to transform a campus culture shaped by a history of exclusion, President Greene charged the Task Force with looking at current diversity-related policies and practices, forming an aspirational view for Colby of a fully inclusive and equitable institution, and developing a set of concrete recommendations that will move us toward those aspirations.

Charge Statement for the Presidential Task Force on Diversity, Inclusion, and Equity

*Diversity has many meanings. In Colby's current Statement on Diversity, we make a double commitment both to educate a citizenry capable of responding to an increasingly diverse and global society, and to foster a fully inclusive campus community, enriched by persons of different races, gender identities, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientations, political beliefs, and spiritual values. In that statement, we assume a balanced and dynamic reciprocity between those two commitments—the formation of responsible citizens and the creation of inclusive community—that we have yet to achieve. If we expect to educate our students for a diverse world, then, the one in which they learn and live must fully engage in the social, political, and ethical dimensions of how we understand, teach, and practice diversity. And, if we hold diversity as a necessary condition for excellence at all levels of our institution, then how do we move toward an understanding of diversity that will enable us to create such a world?*

*The broad charge of the Task Force on Diversity, Inclusion, and Equity begins with that fundamental question and urges us to engage, honestly and bravely, the complexity of our differences, and the inequity and harm that can result when those differences are not examined. It requires us to reexamine not only what we mean when we invoke diversity, but more importantly, how we make diversity meaningful in our lived experiences as an intellectual community. The process of that reexamination will shape the vision of what we want Colby to be in the next decade and beyond, a vision of a learning community in which equity, diversity, and inclusion are woven into the work and lives of all its citizens, asking that all its members be open to change.*

*Such a vision underscores the transformative potential of diversity as both a change agent for the institution and the cornerstone for excellence in academic leadership, in scholarly achievement, in civic and global engagement, and in social justice. It is a vision that values an environment fully supportive of dynamic cultural and intellectual exchanges at the intersections of diverse identities, voices, experiences, and perspectives because it is precisely where different knowledge systems meet that the deepest, most complex and innovative questions and discoveries arise. From this aspirational perspective, diversity is a necessary condition for excellence, a driving force for new ways of thinking that ultimately define scholarly, academic, and civic excellence.*

*To move toward such an aspiration, however, we need a clear articulation of the relationship between our dual promise to form responsible citizens and to create inclusive community. So, with an eye toward possibility and our feet firmly planted in the present, we initiate this process of re-imagining the powerful role that diversity and inclusion can play at every level of our community life. To that end, the specific charge of the Presidential Task Force on Diversity, Inclusion, and Equity is, first, to convene a representative group of faculty, staff and student leaders by appointment of the President to:*

a)      *review and assess Colby's current diversity-related policies, practices, and efforts*

b)      *seek out and consider best practices at peer institutions*

c)    *begin to define our aspirational vision for diversity as a core value necessary to achieve excellence*

d)    *develop and deliver a diversity action plan with recommendations for concrete actions aimed at enhancing and improving current efforts toward meaningful diversity.*

# OUR WORK

Organization and Process

The task force used its initial meetings to discuss our charge, define our mission, and create a project management plan for reaching our goals. Since a number of Task Force members were also serving on the Diversity Forum Planning Group (a group that organized monthly events and forums around diversity issues), we agreed that it was important to maintain a clear distinction between our charge to make recommendations based on assessment of our institutional structures and polices and the programming objectives of the planning group.

President Greene attended our second meeting to urge us to "think ambitiously" as we work to fulfill the Task Force's mission "to drive a deep cultural change" that will move us closer to a fully inclusive campus community. In subsequent meetings, we discussed and identified four priority areas and formed four corresponding subgroups: a) faculty and staff; b) curriculum; c) student experience; and d) campus climate and culture. Each subgroup had a designated "convener," responsible for organizing and prioritizing the work of the group. Each subgroup was charged with gathering data relevant to its respective areas, assessing current policies, practices, and procedures, synthesizing findings, and developing recommendations for the future.

During the winter and spring, the full task force met every other week while the subgroups met during the alternating weeks. Each at-large meeting through February and March included a report back from subgroups and provided opportunity for ongoing feedback.

In January 2016, a small working group of task force members met with Director of Institutional Research Becky Brodigan to explore the possibility of conducting a campus climate survey in the spring semester with the aim of collecting data on current attitudes, perceptions, and experiences around issues of diversity, inclusion, and equity on campus. In the course of this research, the group reviewed a number of survey models from other institutions and met with campus stakeholders (e.g. campus life, Pugh Center, Health and Counseling Services, Gender, Sexual Diversity Program) to gather feedback on issues to be addressed in the survey. In the process, it became clear that an effective and deep-reaching climate survey required both more time and expertise. Thus, we have included a recommendation in our report to conduct a professionally designed and implemented survey in the immediate future.

In March, the Task Force sent out an update of our work to the entire campus community, explaining our process, sharing some preliminary data results, and inviting the campus to attend two community forums scheduled for April. The two public forums were designed to share updates about our work and, most importantly, to offer the community an opportunity to provide feedback and to share their concerns and question on issues related to diversity, inclusion, and equity at Colby. Both of these events were well-attended and provided the Task Force with thoughtful, engaging, and insightful observations, suggestions, and questions.

In late April, all subgroups received a set of guiding questions and were tasked with writing up their findings, assessments, and recommendations to be distributed to all Task Force members before our last at-large meeting on May 12, 2016. During this final meeting, the Task Force discussed the subgroup reports.

As our process was unfolding, the Colby Museum of Art was developing its own plan for equity, diversity, and inclusion. In April, our co-chairs were invited to meet with the Museum Diversity Task Force to talk about ways our efforts might align and be mutually beneficial. The Museum's report is included as Exhibit A in this report.

Data Collection

Through our discovery efforts, we received a significant collection of quantitative and qualitative data related to our policies, practices and experiences around diversity, inclusion, and equity on campus. We thank the many community members who responded to our requests for their cooperation. This data, which in part are included in Exhibit B: Stakeholders, has helped to reveal areas that require the most attention and will serve as an important resource for any permanent body formed to address and manage campus diversity challenges and opportunities going forward.

❖ Office of Institutional Research
   o Data with regard to student demographic information on student applicant pools, admitted classes, admitted athletes; graduation rates by demographic groups; demographic breakdown of majors; financial aid data; data on off-campus study; senior survey results by demographic group.
   o Comparative data (New England) full-time tenured and tenure-track faculty by demographic group.
❖ 2014-15 Department Reports on majors, minors, one-year post-grad outcomes and student engagement.
❖ College Diversity Reports (2010-2015)
   General demographic data for student body, tenured and tenure-track faculty, and staff.
❖ Office of the Vice President of Administration
   Response to Task Force questions and demographic data on applicant pools and hires for support staff, administrative staff, and senior staff; demographic data on applicant pools for faculty positions (no hiring data).
❖ Office of Financial Aid
   Data on Distribution of Family Income for class of 2015.
   Assessment and Vision Report in response to questions sent by Task Force.
❖ Office of the Provost
   Response to Task Force questions on diversity issues in faculty recruitment and retention.
❖ Office of Equal Employment Opportunity
   Report on diversity issues on staff employment policies and practices, and bias/harassment data.
❖ Office of Admissions
   Report on diversity issues in student recruitment and admission policies and practices.
❖ Campus Climate Stakeholders' Responses to Task Force Questions
   o Admissions and Financial Aid
   o Athletics

- o Career Services
- o Center for the Arts and Humanities
- o COOT
- o Counseling Services
- o Faculty Allies
- o Goldfarb Center
- o Health Services
- o Off-Campus Studies Office
- o Spiritual Life Program
- o Diversity, Inclusion, and Equity Programs
  - ➢ Sustained Support Advising
  - ➢ Pugh Center
  - ➢ Gender and Sexual Diversity Programs
  - ➢ Sexual Violence Prevention Coordinator
  - ➢ Bias Incident Prevention and Response Team
  - ➢ First Generation to College Student Program
- o Dean of Students Office
  - ➢ Advising Dean Program
  - ➢ Learning Difference Program Coordinator
  - ➢ CCOR
  - ➢ International Student Services
  - ➢ Academic Advising Program

Research

Research efforts focused on learning more about best and/or innovative practices at other institutions with regard to diversity, inclusion, and equity initiatives as well as scholarly research, reports, and articles relevant to diversity in higher education. Many of these items were archived in a google.drive file as a standing resource available to all Task Force members. Best practice information was obtained through interviews (Bates, Bowdoin), websites of peer schools, and attendance by various Task Force members at professional panels and presentations such as the AACU Diversity, Learning and Student Success Conference and the Paul Gorski workshop on Equity Literacy at Colby. A Bibliography of pertinent research is appended to this report.

Community Feedback

In March, a Task Force website was created and launched to provide the community access to us and to our work: www.colby.edu/diversitytaskforce. To that end, the site included links to the Task Force Charge Statement, descriptions of each subgroup's focus, minutes to each of the Task Force's at-large meetings, announcements, resources used in our research, and a feedback page for community input as well as direct links to each Task Force member's campus email.

During the two public forums held in April, community member statements, questions, and discussion points were recorded in Task Force notes and by a web-based response platform (Slido.com) that allowed participants to send in comments anonymously and immediately during

the forum discussions. Counting this input in conjunction with feedback from the Task Force website and via email, the Task Force received nearly 200 suggestions, inquiries, and concerns (See Exhibit C: Community Feedback). On our webpage, we include a table of campus feedback indicating the frequency of different thematic categories. The categories that received the most input were: Campus Engagement, Inclusion, Grievance Proceedings, and Curriculum.

This feedback helped to shape the Task Force's remaining work for the semester and should be preserved for further review and analysis by future, more permanent structures and leadership charged with advancing Colby's progress in diversity, inclusion, and equity.

**COLBY'S VALUES AND VISION**

<u>What Diversity, Inclusion, and Equity Mean to Us</u>

*Diversity, inclusion and equity*[1] are core values integral to the continued excellence of our academic mission, both to foster a vibrant intellectual, ethical, and civic environment where diverse perspectives intersect and new knowledge is produced, and to prepare our students to contribute to the world beyond Colby. Diversity, inclusion, and equity, however, are not equal or equivalent values—instead, each occupies a unique position in an ethical trajectory that defines our mission and our aspiration to create a rich community in which all members are supported and respected.

When we invoke *diversity*, we refer to the foundational position in our institutional trajectory. In some sense more descriptive than prescriptive, diversity describes the reality of our community—a community which includes both individual differences, such as personality or learning styles; group/social differences, such as race/ethnicity, social class, gender, sexual orientation, country of origin, or physical and cognitive abilities; as well as differences in cultural, political, religious, or other affiliations. When we embrace diversity we commit to creating a community of engaged students, faculty, and staff, whose plurality of perspectives and experiences enrich and deepen our understanding of intellectual, ethical, civic, and global citizenship.

When we invoke *inclusion*, we are moving beyond representation—adding or increasing the presence of different groups—to an intentional and active engagement with diversity. We commit to transforming and sustaining a campus culture in which all members feel a sense of belonging, and in which all members stand in responsible relationship to one another, knowing that, as a fully inclusive community, we share equal responsibility for the welfare of all our citizens. Inclusion, in other words, ensures the right conditions are in place for each person to thrive and succeed.

When we invoke *equity*, we refer to our ethical commitment to fairness, to justice, to equal opportunity and access, to a fair distribution of resources.[2] Both diversity and inclusion are *necessary* but not *sufficient* for equity—equity requires more, it means going farther along our journey of institutional change and transformation; it requires deeper reflection on our personal attitudes, our institutional policies and practices, and our cultural images and messages. To reach equity we must recognize that, because different groups have been historically underrepresented at Colby, in higher education in the US, and in society at large, we must create opportunities to ensure not only that all members of our community are respected and treated with dignity, but also that all members have access to institutional opportunities and resources. Our commitment to equity means examining our policies, procedures, and practices so that, as we diversify our campus, we simultaneously create the necessary structural changes that will ensure the success and well-being of every member of our community.

Why Diversity, Inclusion, and Equity Matter to Us

*Diversity, inclusion, and equity* are necessary elements for a rich living and learning environment, one that challenges us as community members to think outside our own experiences, to move intellectually and socially outside our comfort zones, and, in the process, to create new knowledge that contributes to the common good. When diversity is an institutional reality, and inclusion and equity efforts are strongly supported, as a process not simply as an outcome, we all benefit. [3] Working collaboratively with people who are different from us makes us smarter, enhances our creativity, fosters innovation, and better prepares us to live and work in a global society. [4] According to the US Census Bureau, by 2050 our nation will have no clear racial or ethnic majority and one in two workers will be a person of color. As a top tier liberal arts college, we are committed to preparing our students, the future leaders in tomorrow's workforce, for this burgeoning reality, not just as consumers of knowledge, but as producers of knowledge, as bold and creative thinkers, and as compassionate, ethical, global citizens.

Acknowledging the importance of diversity, inclusion, and equity to achieving Colby's mission of academic excellence requires us to consider how well we live up to these values. Certainly Colby has made significant progress toward creating a more diverse, inclusive, and equitable community, yet our research shows that we have not yet integrated these efforts into all levels of the College. Like many institutions of higher education, Colby's on-going challenges to reaching goals for diversity, inclusion, and equity are rooted, in large part, in a history of systemic cultural and economic oppression that has denied certain groups access, opportunities, and resources necessary to achieve educational success.

While Colby has achieved admirable results in diversifying its community, the historical legacy of privilege remains so embedded in our campus organizational culture[5] that it is often hard to see: it is the norm. As a result, many of our efforts, while certainly well-intentioned, do not effectively address the dominant values and norms that inform many of our policies and practices. Rather than promoting real change toward inclusion and, ultimately, equity, these efforts often follow an "add-on" model of diversity, which simply adds difference onto the already existing culture. So, while we see an increasingly diverse community of students, faculty, and staff at Colby, both our qualitative and quantitative data suggest that there is a persistent gap between how historically dominant and subordinate groups experience life at Colby. Such discrepancies indicate that we do not always live up to our stated goal of "ensuring equal opportunity for all who work or study here."[6] Achieving this goal—a goal that entails both inclusion and equity--requires us not only to stand against systemic oppression, but also to *work against* those systems at every level.

Our vision for Colby is bold and transformative, informed by the concept of "inclusive excellence," which has been used by a number of institutions in recent years to frame diversity and inclusion, not as static goals, but rather as "multilayered processes through which we achieve excellence in learning; research and teaching;. . .workforce development, and more."[7] Our vision for Colby, however, as we have indicated above, seeks to move beyond this notion, to a conception of excellence that is not only *inclusive*, but also *equitable*[8]—i.e., *"inclusive and equitable excellence."* Achieving such a vision requires a clear mission statement, communicated to every member of our community in ways that enable them to see how they can

contribute to building a more inclusive and equitable Colby, and a clear plan of action, guiding every member of our community in the critically important work that lies ahead.

Aspirational Vision

We are a community in process, dedicated to deepening the complexity of both what diversity, inclusion and equity mean to us as core institutional values, and how we develop and implement those values. As such, we strive to integrate diversity, inclusion, and equity into all aspects of our institutional life, to attain excellence in teaching, learning, research, and service. We offer the following aspirational claims as goals to serve as guideposts on our journey to transform Colby, collectively and collaboratively, into a national leader in innovative strategies and groundbreaking initiatives that will enable us to achieve our vision of "*inclusive and equitable excellence*."

❖ Colby has moved beyond superficial "add-on" models of diversity, toward a transformation of our campus community, informed by the values of inclusion and equity, that has lead to meaningful structural change at all levels.

❖ Colby's community of inclusive and equitable excellence is comprised of exceptional members who have a sense of shared mission for, a common understanding of, and an unwavering commitment to what it means to live and learn in fully inclusive and equitable relationship to one another.

o Our inclusive and equitable community holds that diverse groups and diversity of thought and experience produce challenging and positive outcomes, richer learning experiences, and opportunities for collaborative synergies across our differences.

o Our inclusive and equitable community believes that diversity, inclusion, and equity bring us closer to a more just, responsible, and humane community precisely because committing to these values moves us outside the box of the familiar and into the space of possibility.

o As an inclusive and equitable community of possibility, we lean into ambiguity, we run toward the noise, we stay with the fear, we question the silences and query the absences, and we hold ourselves accountable to every member of our community, with humility and respect. We do this in every aspect of our lives: when we study, when we teach, when we lead, when we serve, when we work, play, and love.

❖ We operate on the belief that we are in this together and that we stand with and for one another. We fulfill these principles with the visible and unequivocal commitment and support from our institutional leaders. The Board of Trustees, the President, and members of senior staff model our expectations and hold everyone on campus accountable for our participation.

❖ We develop, make accessible, and incentivize opportunities for all community members to gain knowledge and skills relevant to creating inclusive environments and

advocating for equitable conditions in their spheres of influence. We provide multiple avenues so that everyone can contribute to the ongoing process of shaping and implementing our vision of inclusive and equitable excellence.

❖ Our commitment to diversity, inclusion, and equity continually inspires us to be innovative and bold in our efforts to attract the best, brightest, most creative, and most unique students, faculty, and staff to our community.

❖ We recognize that the increasing diversity of our community requires corresponding changes in the structures, policies, and practices of our organizational culture.

    o As our number of diverse community members increases so does our capacity to respond creatively and equitably to their needs, thus ensuring that they thrive.
    o As our citizenry and culture change, so too must our measures of good citizenship and academic success.

❖ We are pioneers in the creation of ground-breaking approaches to praxis and pedagogy, curricular design, disciplinary organization, and interdisciplinary collaboration that enable students and faculty to understand their relationship to both historical and contemporary structures of knowledge, power, and privilege.

❖ We embrace the notion that small is powerful, as expressed by President and CEO of Jackson Laboratory Edison Liu in his Colby honorary degree remarks (May 2016). We believe a small liberal arts college can be a leader in shaping and defining traditional disciplines and creating new interdisciplinary connections. We are committed to pushing the boundaries of knowledge through excellence in pedagogy and scholarship.

**COLLEGE-WIDE ISSUES AND CONCERNS: CONTEXT AND RECOMMENDATIONS**

Introduction

In the course of the Task Force's research and discussions, certain issues emerged across all four subgroup areas, indicating their significance to the community as a whole. Like many of our peer institutions we are undertaking a fundamental transformation of our College. We understand that if we don't do this work, intentionally and in good faith, we cannot reach the inclusive and equitable excellence to which we aspire. At the same time, we appreciate Colby's unique strengths and challenges; thus our recommendations are necessarily specific to the needs of our community.

Findings

First and foremost, we learned that there is no common understanding of diversity, inclusion, and equity that all community members share. The existing diversity statement is out of date and difficult to find on the website, and few people seemed aware of it or of any larger set of shared premises or community expectations. Further, opportunities for faculty and staff development around these issues have been few, intermittent, and uneven for many years. Students also have widely varied conceptions of what diversity and inclusion entail. As a result, many well-meaning people at Colby do not have clear ideas of what we mean when we talk about diversity, inclusion, and equity, and do not understand why they are important. Some do not see how these issues have anything to do with their work.  Others have individual (and widely varied) understandings of what is expected and act accordingly. It is important to recognize that many people at Colby *are* working on diversity, inclusion, and equity in their own spheres, often very effectively. But since there is no larger structural project to transform the College, even many of the best efforts are piecemeal and unsystematic, and do not have the impact they would if they were part of a concerted effort. Providing everyone on campus with a shared understanding of our aspirations, and the training and tools to achieve those aspirations, is essential.

Second, despite the large amount of data we were able to gather from across the campus, the lack of systematic information about many aspects of institutional life emerged as a major problem. That is, we simply don't collect certain kinds of information, and the information we do collect is often specific to certain purposes or requirements, and so necessarily partial. Further, the information we do have is not shared widely; many different people have a piece of the puzzle, and we have few institutional spaces to come together to share data, compare notes, or solve common problems. Far too often, our discussions of diversity, inclusion, and equity are driven by anecdotes and stories, many emotionally affecting, rather than by comprehensive understandings of the patterns or larger institutional structures that organize campus life. It is therefore impossible to see the relationships between the different elements of campus culture that contribute to creating the campus climate.

In some cases, there is data on a particular subject, but it has not been analyzed with an eye to diversity, inclusion, and equity. For example, the path of faculty through the probationary period is tracked, but the data has not been analyzed to see if there are patterns in who stays at Colby

and who leaves (and why), and in who gets tenure and who is denied. There is also no analysis of how such patterns might reflect the ways faculty of color and members of other historically under-represented groups experience the campus culture and climate. Similarly, it is possible to discover which students come before the Committee on Standing because of poor academic performance, but this data is not analyzed to see whether particular groups of students are struggling in ways that suggest there are structural obstacles to their success (our analysis suggests that first-generation male students and male students of color are disproportionately likely to come before the Committee). Clear mechanisms for developing and analyzing a systematic body of information must be established, so that we can be guided by data and outcomes, rather than stories and anecdotes.

There is considerable information about the demographics of the student body, the faculty, and the staff and about the applicant pools from which those members of the community were selected. However, there is much less information about the experiences of all these people once they arrive on campus. Some student survey data about campus climate exists, but similar information about employees is not available. As a result, we have a very limited understanding of how various members of the community experience working and studying at Colby. The focus on demographic data and on increasing the diversity of the community is important, but achieving some form of representational diversity, without also understanding and changing the policies and practices that undermine inclusion and equity, will simply create a larger pool of people who do not feel welcomed and included at Colby. A campus climate survey is required, to establish a baseline of knowledge that can be used to guide changes to policies, practices and procedures and to track progress toward goals.

A third major finding of the task force is that there is no college-wide structure of accountability for advancing diversity, inclusion, and equity. Only a few people on campus with specific jobs are held accountable for their work in this area, and it is not clear whose job it is to lead this work across the College. Further, there are no clear plans, goals, or structures to systematically address our challenges. The clear message is that diversity, inclusion, and equity are the concerns of a few dedicated staff members; for everyone else, participating in such efforts is understood to be optional, not expected. Those who do choose to do the work voluntarily are often not recognized or rewarded and many believe their work is not valued or appreciated by the College. Indeed, the work is often invisible and falls disproportionately to members of the faculty and staff who are themselves members of historically under-represented groups, thus constituting an unfair burden that takes time and energy from teaching, scholarship and other work. This invisible labor must be made visible, recognized, and rewarded; it must also be much more widely shared. More generally, a comprehensive structure of accountability must be established, one that makes clear that everyone has a responsibility to participate in the work and access to the resources to do so.

Fourth, lack of resources also came up constantly in our on-campus research. Staffing reflects institutional commitments and priorities, so we must allocate the necessary resources to enable the building of an inclusive community. Despite some important additions in the last few years, staffing in diversity-related work remains quite thin. Further, the structure of many Colby jobs focused on diversity, inclusion, and equity requires individuals to work in fields far from their expertise; it seems we ignore the fact that individuals cannot be experts on all aspects of

diversity, inclusion, and equity and then expect the work to get done well. Indeed, many jobs are structured in ways that make it impossible for employees to do everything that is required. This limited staffing also makes it nearly impossible to do prevention work; we often seem able to respond only to crisis. Further, we heard about individual staff and faculty who developed innovative approaches to diversity, inclusion, and equity with limited resources, but when they left, there was no institutional support to sustain their work. But no matter how herculean the efforts of a small number of dedicated staff and faculty members, they alone do not have the power or the resources to transform the institution. Large-scale programs to train faculty, staff, and students to build an inclusive and equitable campus are required. This work must be adequately resourced and incentivized.

A fifth major issue is the physical inaccessibility of large areas of the campus. We could not find any publications or information on the College website that explained how to access challenging areas of campus. Nor could we identify any staff member whom we could ask; as far as we could tell, no one is charged with the responsibility for ensuring the accessibility of the campus as a whole. It seems to be widely understood that the campus is not fully accessible, and yet this acknowledgement does not seem to generate any action to address this serious obstacle to inclusion and equity. What are we losing if talented people with much to contribute do not even consider Colby because of its physical barriers? Similarly, other forms of inclusive access to all buildings and programs are also essential. For example, we must provide gender-neutral facilities across the campus; similarly, we must provide a full range of support services to those with learning differences who may need accommodations or assistive technologies to achieve their full potential.

Finally, many stakeholders drew our attention to the problem of "silos" at Colby. That is, many people are working on diversity, inclusion and equity issues in some way, but in separate areas of the campus. Many did not know what others with similar interests and concerns were doing. We have few mechanisms for working together across various divisions on campus and very little history of broad collaboration to solve campus-wide problems. The time pressures of busy schedules exacerbate this problem. We need to develop new mechanisms and structures to bring together all those who can contribute to solving problems and to building a more inclusive and equitable community.

Recommendations

**1. MISSION: Develop a mission statement articulating an ideology of *equity literacy* and *inclusive excellence* for all, with the goal of becoming a diverse, inclusive, and equitable institution.**[9] Articulate a clear sense of common purpose and mission and explain how everyone contributes to that work.

Strategies:

- ❖ Ensure that we have communicated with every member of the campus community what we mean by diversity, inclusion, and equity and what that means for them.
- ❖ Ensure that people receive regular, ongoing training in diversity, inclusion, and equity to meet the goals and expectations that we have articulated together.

- ❖ Create better avenues for communication across staff/faculty/student divisions and more opportunities for conversation, community engagement, and problem-solving.
- ❖ Provide leadership on these issues from the very top of the institution; the trustees and senior staff must clearly define mission and expectations, be accountable, and hold everyone accountable.
- ❖ Improve the public presentation of our commitments to diversity, inclusion, and equity in all Colby communications.

**2. DATA: Improve data collection.** In order to measure progress and understand patterns relevant to creating a diverse, inclusive, and equitable community, develop and maintain a much more extensive and intentionally designed repository of reliable data and analysis.

Strategies:

- ❖ Create structures or mechanisms to begin to collect and share information about the campus community in comprehensive and systematic ways that enable us to see problems and collaborate to solve them.
- ❖ Create and present a diversity-related "factbook" in an accessible manner. Consider "data dashboards" on Colby's webpage for easy, transparent access to information about demographic data in relation to recruitment, hiring, and retention. See an excellent diversity dashboard model on Cornell University's website: http://irp.dpb.cornell.edu/university-factbook/diversity.
- ❖ Provide resources for Institutional Research to enable this work.

**3. ASSESSMENT: Develop systematic instruments to establish baseline measures of current campus climate and culture and to track progress on various actions recommended in this plan.**

Strategies:

- ❖ Conduct an **in-depth climate survey**. Hire expert consultants to design and conduct a large-scale, Colby-specific climate survey that seeks to understand the experiences of all members of the community. This survey should be repeated at intervals to enable us to track progress.
- ❖ Conduct a comprehensive **inclusivity audit** of the Colby experience to review all institutional public representations, publications, web-based and electronic portrayals of the community, and internal documents and processes through the lens of inclusivity.
    - o Identify and address ways in which Colby inadvertently makes members of the community, prospective members of the community, and visitors to the College feel "other," excluded, and/or unwelcome.
    - o Find and revise representations of Colby that perpetuate the notion of a "typical" Colby student or that convey presumptions about students' family status, financial status, health/disability status, cultural backgrounds, or about documentation and citizenship.

- ❖ Conduct an **equity audit** to better understand experiences across the campus in a more specific and focused way.[10]

**4. ACCOUNTABILITY: Establish a structured, adequately-resourced mechanism for carrying out this work and ensuring accountability.**

Strategies:

- ❖ Review all current leadership positions that have specific responsibility for diversity, inclusion, and equity work. Clarify roles and responsibilities, and define expectations for these positions, in order to ensure that they most effectively support the institution's diversity and inclusion goals.
- ❖ Create a standing group, such as a President's Council on Diversity, Inclusion, and Equity, which would report directly to the President and staffed by the Dean of the College.
  - o Composition of the PCDIE would be structured to ensure that appointed members (faculty, students, staff, and administrators) hold a considerable level of expertise in, commitment to, and training around DIE issues.[11]
  - o To support inclusive opportunity and succession, several seats on the PCDIE would be designated as "apprentice", non-voting positions that would provide interested community members the opportunity to observe and learn the necessary skills to become a voting member in a subsequent year.
- ❖ The PCDIE would serve to strengthen oversight of DIE initiatives, track and report on annual goals, and create mechanisms of accountability. This process includes:
  - o Establishing a program of departmental diversity, inclusion, and equity action plans (DDIEAP's) and conducting an annual review of the progress of academic departments and programs on their diversity and inclusion action plans.
  - o Meeting annually with the President and the Provost to review departmental progress on their DDIEAP's.
  - o Serving as consultants on search committees across the college to bring some level of expertise to the process. In this case, faculty and staff members on the PCDIE would be required to be trained in best recruitment and hiring practices for diversity, inclusion, and equity.[12]
  - o Consulting with Division Chairs (or assuming the responsibility of allocation) about allocation of FTE's, TOP hires, and post-docs.
  - o Establishing and following a schedule for regular review of diversity, inclusion and equity action plans for non-academic units.
  - o Review survey data and studies on diversity, inclusion, and equity at Colby and make recommendations to the President on changes or additions to data collection efforts.
  - o Given the intensity of the work involved, faculty and staff members appointed to the PCDIE should receive compensation.[13]
- ❖ Create a Diversity, Inclusion, and Equity Webpage with an interactive dashboard that provides information about the composition and achievements of Colby community.

- Feature the Task Force Report and other information about the college's work on diversity, inclusion and equity prominently on the College webpage.

**5. RESOURCES: Define and commit adequate resources to achieve these goals to ensure that our resources match our aspirations.** Incentivize and support diversity, inclusion, and equity work at all levels of the community. Funding and staffing reflect institutional commitments, priorities and values.

Strategies:

❖ Target fund-raising efforts to specific projects to ensure diversity, inclusion, and equity —for financial aid, study abroad, unpaid internships, assistive technologies, etc.
❖ Prioritize diversity, inclusion, and equity initiatives in the annual budget to ensure that we reach our goals.

**6. ACCESS: Ensure that all Colby facilities and programs are fully and equitably accessible to all.**

Strategies:

❖ Conduct a comprehensive accessibility review of the campus and all facilities to locate and remove varied obstacles to full participation for all in the Colby community.
❖ Map the campus to understand where physical accessibility is an issue and make and implement a plan to address these challenges.
❖ Create publications that locate ramps, elevators, and other structures necessary to access buildings.
❖ Ensure that all new construction is fully inclusive and follows universal design principles.
❖ Improve access for people with disabilities to spaces determined to be below acceptable standards. Make available gender-neutral bathroom (and locker room) facilities to ensure equitable access in all Colby buildings.
❖ Appoint a staff person with responsibility for ensuring that the campus is accessible to all.
❖ Ensure adequate staffing and resources in the Dean of Students Office/Center for Teaching and Learning to meet the needs of students with learning differences.
❖ Create a faculty development program to ensure that all faculty receive training on working with students with learning differences and in universal design principles for classes.
❖ Provide more resources for testing for learning differences and for appropriate assistive technology for those with learning differences.

**7. COLLABORATION: Enhance collaboration.** Diversity, inclusion, and equity work is fundamentally collaborative, and yet Colby has few structures or mechanisms by which to enable the necessary collaborative work**.**

<u>Strategies:</u>

- ❖ Create structures and mechanisms to break down barriers of rank, role, and status, so that all who play a role can contribute to institutional success**.**
- ❖ Create collaborative and equally accessible possibilities across spaces, disciplines, programs, curricula, and constituencies to foster creativity, innovation, and intellectual and social richness across our community.

**CAMPUS CULTURE AND CLIMATE: CONTEXT AND RECOMMENDATIONS**

Introduction

Campus culture is shaped by the unspoken assumptions, norms, values, and perspectives that guide how we all interact on campus and that are largely invisible to many of us. These assumptions are so normalized and taken for granted that many people struggle to even see them, much less imagine how they could be different. They are transmitted and affirmed implicitly and explicitly. And they are largely reflective of the dominant culture of the United States, which privileges and normalizes whiteness, masculinity, affluence, heterosexuality, gender normativity, able-bodiedness, Christianity, and American identity. Because Colby's culture reflects these larger cultural norms, the institution is organized by forms of power, privilege, and position that have enormous exclusionary impacts and that resist challenges from below.

Campus culture creates campus climate. Campus climate can be defined as "the current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential."[14] In other words, a healthy campus climate would be one in which every member of the community is respected and valued for what they can contribute to the mission of the college and enabled to reach their full potential.

Findings

At present, Colby has an unhealthy campus climate, one in which many students, faculty and staff do not feel safe, respected, valued, or enabled to reach their full potential, particularly if they differ from the dominant cultural norms or do not share the dominant assumptions.[15] Prejudice, harassment, and discrimination in many forms, both overt and covert, limit and impede the intellectual, personal, and professional development of many students, faculty and staff members at Colby.

Campus climate is sustained by the taken-for-granted ways that we operate every day: the policies, procedures, and practices by which we do our work. And these policies, procedures and practices are structured by hidden assumptions and values. The Task Force observed that many of our procedures and practices implicitly assume that our students are affluent, white, male, heterosexual, and able-bodied; those practices do not meet the needs of students who do not fit that implicit norm. Indeed, they create many invisible forms of exclusion and inequity. For example, our current procedure for academic dismissal assumes that suspended students have a home to return to and the resources to take courses while away. Similarly, our policies and practices normalize significant class and power differences between faculty and staff members or between employees at different levels of hierarchies (e.g., junior and senior faculty, salaried and hourly workers, supervisors and employees). Thus we have at least anecdotal evidence of a culture in which more powerful people can treat colleagues in disrespectful and exclusionary ways without fear of challenge or reprisal, or perhaps, without even noticing what they have done.

A climate survey, widely distributed to all members of the campus community, would give us vital information about how various individuals and groups experience studying and working at

Colby. The results will help us understand the ways our policies, procedures, and practices keep us from achieving the inclusive excellence to which we aspire and enable us to see what needs to change. This kind of deep transformational work will be difficult and demanding of all of us.

Recommendations

**8. CAMPUS CLIMATE: Revise College policies, procedures, and practices currently based on unspoken norms, values, assumptions and perspectives.**

Strategies:

- ❖ Use the results of audits and climate surveys to understand and to revise the policies, procedures, practices, values and assumptions that impede full inclusion and equity for all members of the Colby community. Seek structural understanding, not individual stories. Use data, experience, and attention to outcomes to provide guidance for these revisions.

**9. INCLUSIVITY: Analyze both the campus environment and our presentation of Colby to the larger world, to understand the ways we may be expressing implicit assumptions, values and norms without clear intention.**

Strategies:
- ❖ Conduct an inclusivity audit of communications to eliminate implicit presumptions about student/Colby "norms."
- ❖ Assess artwork, photographs, religious symbols, and other aspects of the campus landscape that may contribute to a sense of exclusion for some students.
- ❖ Find ways to make visible on campus the diversity of cultures, experiences and perspectives that make up the Colby community.
- ❖ Create a committee of faculty, staff and students to explore issues of free and open discourse at Colby and, if appropriate, develop and adopt a statement of freedom of expression in accord with Colby's aspirational intellectual culture.

**THE STUDENT EXPERIENCE: FINDINGS AND RECOMMENDATIONS**

Introduction

There is growing evidence that students living and learning in diverse educational environments benefit in significant ways, both academically and socially. These benefits include: exposure to more varied viewpoints and positions; enhanced cognitive complexity; increased cultural knowledge and understanding; enhanced leadership abilities; stronger commitment to promoting understanding; enhanced self-confidence, motivation, and educational aspirations; greater cultural awareness; greater degree of cross-racial interaction; diminished racial stereotypes; enhanced ability to adapt successfully to change; development of values and ethical standards through reflection; and greater commitment to racial equity.[16] It is important to acknowledge, however, that these benefits don't accrue simply because of an increased percentage of students, faculty, and staff from underrepresented groups, or an increased number of programs or services. Instead, as Milem, Chang, and Antonio argue, diversity must be understood as a *process toward better learning*, not simply as an outcome. As we have indicated above, moving toward an understanding of diversity, inclusion, and equity as a process that is *central* to Colby's mission is one of our aspirational goals; to do so requires both an understanding of the ways in which student experience is currently shaped by issues of diversity, inclusion, and equity, and a set of specific recommendations for moving forward.

Findings

Information about the student experience at Colby came to the Task Force from a variety of both formal and informal sources during the spring of 2016. Along with ample quantitative data from Colby's Office of Institutional Research (Exhibit D: IR Factbook) and qualitative data from the Dean of Students Office (the BIPR Team, Pugh Center, Religious and Spiritual Life GSD, etc.) (Exhibit B: Stakeholders), the Task Force held a public forum in April, which provided an opportunity for those in attendance to answer the question, "What does Colby need to become more inclusive and equitable?" The Oak Student Committee also held a public "Listen In" to share student experiences and community reflections specifically about the issue of sexual violence on campus. SGA President Michael Loginoff convened a group of student leaders to share thoughts about campus safety and student programming in March. The Task Force sub-committee on climate and culture received responses to stakeholder questionnaires that directly addressed student experience. And, throughout the semester, members of the Task Force engaged in informal conversations with students, faculty, and staff that generated valuable information about current student experiences on campus with respect to issues of diversity, inclusion, and equity.

Taken as a whole, these findings yield an incomplete "snapshot" of student experience at Colby during the 2015-2016 academic year. Some aspects of this snapshot reflect themes and issues that have characterized Colby for many years.[17] These include the persistent challenges faced by minoritized/marginalized students on campus—from individual incidents of bias, prejudice, and discrimination (overt and covert, intentional and unintentional—sometimes called either "macroaggressions" or "microaggressions"), to specific acts of physical, sexual, and psychological violence, to policies and practices that continue to advantage some students and

disadvantage others, to broad and persistent messages and images about who belongs at Colby and who doesn't. As such, these themes and issues profoundly impact our efforts to build and support a more diverse, inclusive, and equitable community.

In spite of a number of recent initiatives, including the Posse Program, the CAPS program, Faculty Allies, and the Sustained Support Advising Program, students of color continue to be disproportionally subject to formal sanctions (including dismissal, probation, and warnings) for academic under-performance. For example, during the 2014-2015 academic year, almost 57% of the students considered for action by the Committee on Standing (COS)--including readmission, dismissal, probation, warning, and removal from probation--were students of color, and almost 72% were men.

Groups that are or are perceived as exclusionary (e.g., underground fraternities, some athletic teams) have a disproportionate and strongly negative impact on student experience and on campus culture and climate. Many of these impacts are gendered and promote male dominance, misogyny, and unhealthy forms of masculinity. To this point, data from the 2015 HEDS Sexual Assault Survey reveal that 18.3 percent of women respondents reported they were sexually assaulted or suspected they were sexually assaulted during their Colby career. In addition, just under 40 percent (38.7%) of women respondents have experienced unwanted verbal harassment sometimes, often or very often (amongst men, this number is 13.6%). Unwanted nonverbal behaviors are much less prevalent, with 7.3% of women respondents experiencing this type of behavior sometimes, often or very often (for men, 4.3%). About 30 percent (29.1%) of women respondents have experienced unwanted brief physical contact sometimes, often or very often (amongst men, this number is 14.2%). Reflecting on their experience on campus in an op-ed published in the *Colby Echo* in November, 2015, a group of 17 senior women had this to say:

> We also want to make clear that sexual misconduct encompasses a much broader set of actions than many of us realize. It's much more than the most publicized and most serious form: rape. It is a wide range of actions that cross the line. We need to address the full spectrum—from vulgar name calling, to seemingly innocent butt grabs, to non-consensual sex. We need to instill the courage in ourselves and in our friends, regardless of gender, to speak up on all accounts. Whether we've experienced sexual assault directly or indirectly, we're dealing with it as a community, and we all feel the repercussions.[18]

Athletic participation is central to the lives of many students at Colby; as such, athletics has a significant and profound influence on the culture and climate of the College. Unfortunately, some of this influence has been negative, particularly with respect to several high-profile cases of gender-based violence and vandalism in recent years. Athletics, however, has also provided the context for several important student-led initiatives, including Mules Against Violence and Party with Consent (it must be noted, however, that these programs—which indicated significant student interest in these issues—received only minimal institutional support). With respect to the diversity of athletic teams, data on the racial identity of first year athletes over the past five years reveals that an average of 78% identify as White. This is in comparison to a five year average of 59% of *all first year students* who identify as White. This nearly 20 point gap suggests that Athletics is most certainly a component of the campus to which more efforts on behalf of equity, diversity, and inclusion must be directed.

Students' intellectual and ethical lives and their co-curricular/social lives (including participation in athletics) are profoundly disconnected in ways that produce an anti-intellectual, unethical, at times destructive campus culture. This is a culture that neither fosters healthy student development, nor encourages a welcoming and inclusive campus climate. Alcohol consumption among Colby students continues to outpace all of our NESCAC peers.[19] Dorm damage continues to be far too prevalent on campus (averaging roughly $35,000/year over the past four years). In March 2016, SGA convened a group of student leaders on campus to discuss students feeling unsafe in our community. (Exhibit B: Stakeholders) As a result, students highlighted and researched deep concerns that the COOT experience, during orientation, perpetuates many problematic images and messages, including pervasive social class privilege and the "work hard-play hard" student culture, that are not only at odds with the intellectual and ethical mission of the College, but are also profoundly alienating to many students. As such, many students describe feeling like they must simply resign themselves to participating in a culture that is uncomfortable, at best, and dangerous, at worst, in order to fit in.

Data suggest that, at Colby and elsewhere, increasing numbers of students are arriving on campus with mental health concerns (it may be upwards of 40%, if the percentage at Colby is similar to national averages), and increasing numbers are seeking support from counseling services and health services once they are here. Compared to other elite liberal arts colleges Colby is under staffed and under resourced.[20] Meeting the health and wellness needs of *all* students must be a priority for the College.

These ongoing themes and issues notwithstanding, student demographics and examples of student voice, engagement, and resistance, make clear that Colby *is* changing. In most respects the College is more diverse than it was a decade ago—due to the significant efforts and innovative strategies adopted by the Admissions office over the past two years. Among the members of the class of 2019, upon their enrollment in the fall of 2015, 16% identify as domestic students of color, 12% identify as international students, 4% identify as bi- or multi-racial, 4% do not claim any racial identification, and 63% identify as white (in contrast, 75% of the members of the class of 2010, upon their enrollment in the fall of 2006, identified as White). In terms of gender, 53% of Colby students identify as female and 47% identify as male. However, with respect to first generation status, the percentage of students in the first year class has steadily declined from 16% in the fall of 2011 to 8% in the fall of 2015. (Exhibit D: IR Factbook). Alongside this increasing diversity have come, predictably, culture clashes and difficult conversations (e.g., about underground fraternities, about sexual assault and other forms of gender-based violence, and about vandalism), and persistent calls--particularly from women and students from other minoritized/marginalized groups--for a more responsive faculty, staff, and administration, more transparency and accountability, more equitable policies and practices, and increased safety on campus.

Demographic changes are relevant, but insufficient, to map the work ahead. We have not yet fully articulated to the student body the personal and academic benefits of moving toward a more diverse, inclusive, and equitable campus. Nor have we prepared students for the challenges to power and privilege that come with a full institutional commitment to inclusion and equity. At Colby, we tend to rely on a reactive approach to crisis, informed almost exclusively by personal

narratives. We need, instead, a proactive approach based in best practices, which includes a well-articulated set of policies and clear strategies for communicating with students about how equity, diversity, and inclusion not only reflect the mission and goals of the College, but also and translate into real-world skills. These are among the tasks that await us.

Recommendations

**10. DIVERSITY: Recruit, admit, enroll, and retain the most talented and accomplished students from varied backgrounds. Our broad goal is to reach the top third of NESCAC schools in the next 5-10 years with regard to the inclusion of historically under-represented groups.**

Strategies:

- ❖ Seek students who wish to pursue their education in a diverse, inclusive, and equitable campus environment.
    - o Continue to expand the places from which we actively recruit students to ensure that we are admitting students from the broadest possible pool of applicants
    - o Nurture and strengthen current partnerships with organizations like Posse, Questbridge, KIPP, etc., that enable us to reach a wide range of students from a variety of communities and contexts.
    - o Work to develop and adopt intentional recruitment practices designed to attract students with exceptional ability who are actively seeking out, and ready to embrace a diverse and inclusive academic community.
    - o Work to attract and enroll students from the full spectrum of knowledge and perspectives – to include "well-rounded" students as well as students with specialized interests and abilities.
    - o Continue to explore opportunities to utilize all available Colby resources (i.e. students, faculty, staff, and alumni) to assist in the recruitment of prospective students
- ❖ Produce access-driven communications to reach students who can't travel to campus.
    - o Translate messaging and materials into Chinese and Spanish.
    - o Increase and improve web-based messaging to facilitate prospective students' ability to learn about diversity, inclusion, and equity at Colby.

**11. ACCESS: Ensure that all enrolled students have equitable access to, and the opportunity to participate in, all Colby programs, on and off campus.**

Strategies:

- ❖ Continue to expand the pool of financial aid for students, to mitigate and ultimately eliminate personal/family financial status as an obstacle to attending Colby.
    - o Address the ways that middle-class students are disadvantaged in financial aid packaging; seek to enroll more middle-class students as socio-economic

bridge-builders; merit based programs like Presidential scholars can attract top students who are not eligible for need-based aid.
- o Move to a truly need-blind admissions policy.
- ❖ Provide resources to ensure that every admitted student has the same opportunity to pursue academic offerings like Jan Plans, Off Campus Study, internships, global opportunities, courses with expensive books/materials, research opportunities, career fairs, etc.
- ❖ Provide resources for students who can't afford to travel home; provide travel funds, opportunities to stay in the dorms over break, or other arrangements.
- ❖ Improve public transportation opportunities from campus for students without resources.
- ❖ Build college access summer program within the Colby Commitment framework.

## 12. COMMUNITY: Create a genuinely inclusive and equitable student community, in which every student is enabled to succeed.

Strategies:

- ❖ Emphasize an intentional first-year experience to promote a more welcoming community for all incoming students.[21]
  - o Hamilton College has an eclectic FYE program: https://www.hamilton.edu/firstyear
- ❖ Use the existing structure of first year orientation to introduce students to a campus community that is actively working to change issues of sexual violence, vandalism, racism, and other forms of violence on campus.
- ❖ Restructure COOT training to ensure all leaders can think critically about and facilitate discussions around sexual violence, vandalism, racism, and other forms of violence on campus.
  - o Include small group training, integrated with SGA, PCB and other campus leaders around issues of diversity and inclusion on campus, in COOT leadership training.
  - o Restructure the C2IT program to focus on issues of equity and social justice. Right now it can be a very othering program, in which Colby students are the saviors of Waterville businesses. The COOT program should work closely with the Volunteer Center to insure productive and two directional interaction, as well as dialogue around why and how we do service
  - o Acknowledge and plan for various points of entry to Colby for all students, such as transfer, international, time off, first-generation, etc., as a part of orientation.
- ❖ Eliminate underground fraternities.
- ❖ Place issues of diversity, inclusion, and equity at the center of the mission of the Athletics Department. Make central and visible a focus on inclusion and equity as an aspect of the identity of the department, and as an ethical imperative for all student athletes, coaches, and staff.
  - o Move beyond a general emphasis on increasing representational diversity or increasing funding for recruitment as a diversity strategy.

o Encourage regular equity and inclusion training for all staff, coaches, student leaders in athletics and faculty liaisons.
o Provide institutional support to build on and expand existing sexual violence prevention efforts (e.g., MAV, MVP)
o Update Colby's "Athletic Code of Conduct" with clear values and philosophy as it relates to diversity, inclusion, and equity.
o Develop a student athletic handbook/resource guide that includes mission, values, and philosophy as it relates the diversity, inclusion, and equity.

## 13. INTELLECTUAL LIFE: Bridge the divide between students' academic and co-curricular lives by building community around a vibrant intellectual and ethical culture.

Strategies:

❖ Create opportunities for dialogue on difficult intellectual and ethical issues.
o Use the existing model of COOT, which pushes students to make connections through challenging them physically, to challenge incoming students intellectually and ethically.
o Reinstate first-year book program, one-credit faculty book discussions, and consider other "extra-curricular" opportunities for intellectual engagement (e.g., dine-ins, teach-ins that are proactive and not just in response to crises or negative incidents).
❖ Devote resources to developing spaces on campus to bring people together: coffeehouse, comfortable lounges, places to cook together, space for informal music and theatre performances, identity housing around intellectual interests.
o Revitalize the faculty resident programs and consider re-instating the faculty associate[22] program to residence halls.
❖ Develop speaker series model: speaker followed by community dialogue/discussion to develop critical thinking, capacity to listen, and challenge respectfully. Ensure that the speaker series includes a range of political views, including conservative perspectives.
❖ Develop more intentional coordination between co-curricular events and academic curriculum.
o Create a web-based common calendar of events so that faculty can see what has been planned and, if appropriate, incorporate those events into their syllabi.
❖ Pursue innovative options in residence life: first year clusters, more chem-free, living-learning options, intellectual theme housing, classes held in dorms—to build intellectual community.

## 14. GENDER: Address the ways that gender shapes the student experience.

Strategies:

- ❖ Provide additional resources and training in prevention of gender-based violence, sexual violence education, response, and support; make these resources visible and easily accessible.
- ❖ Continue to monitor Colby's process for reporting sexual assault; ensure the process is clear and effective.
- ❖ Provide resources to strengthen current mandatory prevention programming and support sexual violence response by establishing a system through which students could receive peer-to-peer support/advocacy.
- ❖ Divide responsibilities for sexual violence prevention/response, LGBTQ programming/support, and women's programming/support among multiple positions
- ❖ Provide a physical space for a Gender and Sexual Diversity Resource Center.

**15. HEALTH AND WELLNESS: Ensure all students have the support and guidance they need to remain physically and psychologically healthy.**

Strategies:

- ❖ Include physical and mental health needs of students from underrepresented groups in discussions of diversity, inclusion, and equity.
- ❖ Provide additional support resources for students with chronic or mental health problems to promote health and wellness.
- ❖ Provide additional resources for students with learning differences to ensure that all students can study and learn to their full potential.
- ❖ Train staff to assess barriers (including physical and financial) to health care for underrepresented students on campus, to counsel/support students from underrepresented groups, and to see and respond to structural inequities and barriers to access for international students, students of color, first generation students, students with disabilities, and queer, trans, and gender nonconforming students.
- ❖ Increase staff and support for outreach and prevention work.
- ❖ Hire additional staff, with an emphasis on hiring from underrepresented groups.
- ❖ Support *preventative* mental and physical health care services and education to preempt medical/mental health crises.
- ❖ Collaborate with Admissions to assist admitted students who have specific health/mental health concerns.

# CURRICULUM AND PEDAGOGY: CONTEXT AND RECOMMENDATIONS

## Introduction

Studies show that students acquire cognitively complex skills and cultural understanding through content and pedagogy designed to make the most of diversity in the classroom.[23] An institution's curriculum is a reflection of its academic, civic, and ethical values, the foundation upon which it prepares its students to be engaged, responsible citizens, capable of social and personal analysis and critique. As such, curriculum can be a powerful tool in creating and sustaining a diverse, inclusive, and equitable community whose members are constantly engaged in interrogating issues of justice, challenging themselves and one another to think and live beyond familiar experiential borders, and collaborating across difference to understand and solve complex problems. As both a reflection of and pathway to fulfilling institutional values and aspirations, diversity, inclusion, and equity should be at the core of our curriculum, deeply embedded and fully integrated across all of our disciplines and programs.

## Findings

Currently, Colby's curricular commitment to addressing issues of diversity, inclusion, and equity is most evident in our current "diversity requirement": students must take one course that address US Diversity ("U") and one that addresses international diversity ("I"). In Task Force discussions and informal conversations with faculty and students, however, we found that many people viewed our current diversity requirement as ineffectual, with little or no relevant critique of systems of power and privilege that the requirement purports to address. Indeed, some students noted that they didn't even know that a certain course they were taking fulfilled the "U" or the "I" requirements. Others noted that they chose a course to fulfill the requirement with little thought to the stated pedagogical goals relating to diversity, inclusion, and equity. These critical observations suggest that the current diversity requirement has a tokenizing structure and effect, which allows each course to be an one-off experience disconnected from the rest of a student's education and never returned to or reinforced.

These concerns about the one-off nature of our current diversity requirement are echoed by Milem, Chang, and Antonio, who note that "the single, 'stand-alone' diversity course may send many students the unintended message that diversity is one more general requirement 'to get out the way as soon as possible,' rather than a form of learning they will need for life. This defeats the larger goal of preparing students to live and engage with others in diverse communities."[24] As such, how can we envision a diversity requirement with substance and depth? How can we envision a curricular focus on diversity, inclusion, and equity that runs through a student's entire Colby career?

A relatively recent curricular innovation (since January 2012) is a JanPlan course, "Multicultural Literacy" (ED 135), aimed at first year students. This course was created as a curricular strategy to introduce students early in their Colby career to the dynamics of power, privilege, and oppression as they relate to identity formation, and to address issues of inclusion and equity on campus. From course evaluations, community feedback during the Task Force gatherings this semester, and many informal comments, it is clear that this course has had a profoundly positive

impact on student understanding of power and privilege. In an evaluation conducted after the first session of Multicultural Literacy (2012), students demonstrated an increased awareness of how their own background shaped their interactions at Colby, and a deeper understanding of how issues of oppression, racism, discrimination, and stereotyping influenced their lives.[25]

While this course has continued to be a productive and important educational opportunity, the challenges of staffing multiple sections each January with full-time Colby faculty have compromised the effectiveness of the program. Given the potential of this course to become part of an intentional first-year experience, it clearly underscores the need for designated resources in the area of diversity, inclusion, and equity curriculum.

Even if the diversity requirement were to be more robust, infusing diversity, inclusion, and equity across all departments and programs, other issues related to the curriculum raise important considerations. Colby has a broad, deep, rigorous and challenging curriculum across four disciplinary divisions. Of the 57 academic majors offered at Colby, however, fully 50 percent of currently declared majors are located in five programs: economics, biology, government, environmental science, and psychology. In the context of national trends, the popularity of these majors is not all that surprising. This popularity also offers an opportunity for these departments and programs to consider ways to integrate a focus on diversity, inclusion and equity into their respective major and minor requirements. Doing so would add significantly to the educational experience of a significant portion of our student body.

Finally, how we proceed toward the goal of strengthening the position of diversity, inclusion and equity in our curriculum and scholarship requires us to ask questions that we have not asked before: Should we consider targeted funding to support critical scholarship and curriculum development on race, ethnicity, gender, sexual identity, ability, first-generation, and other related areas of inquiry? Could we imagine incentivizing resources to encourage faculty across all disciplines to pursue diversity, inclusion, equity research and curricular development? Do the most popular majors face a special burden of integrating a focus on diversity, inclusion and equity into their requirements, solely due to the size of their programs? As an institution that embraces the necessity of engaging the complexity of our differences, and the inequity that can result when those differences are not examined, we must consider these questions seriously and collectively.

Recommendations

**16. CURRICULUM: Ensure that all students have a deep understanding of the value of diversity, inclusion, and equity as a core principle of a Colby education and a deep understanding of the value of all areas of study at a liberal arts college.**

Strategies:

- ❖ Envision and implement bold changes to the curriculum aimed at integrating the values of diversity, inclusion, and equity across the curriculum.

- Form a Curriculum Review committee charged with assessing the strengths and weaknesses of our curriculum across disciplines in relation to diversity, inclusion, and equity as principles of institutional excellence.
- Charge the Provost Office with exploring funding and other resources that will enable the College to offer the Multicultural Literacy JanPlan to all first-year students. As a fully inclusive opportunity to first-year students, the course could be part of a broader intentional first-year experience. As a potential component of a first-year experience, we ask the Provost's office to work with the office of the Dean of the College.
- Restructure the current diversity requirement.
  - Charge the Task Force on General Distribution Requirements to assess the current diversity requirement and make recommendations for restructuring it.
- To better integrate diversity, inclusion, and equity across the curriculum, consider the AAC&U recommendation: "Each major field should identify its own challenges in engaging difficult difference, and should provide a course of study that ensures graduates are prepared to meet these challenges. Such preparation should foster collaborative, deliberative, and problem-solving capacities relevant to the field, as well as content knowledge about diversity, justice, and social responsibility challenges faced by practitioners in the field."[26]
- Develop and offer more intergroup dialogue opportunities such as CCOR for one or two academic credits, or to fulfill wellness requirement.[27]
- Encourage more cross-disciplinary collaboration in curricular design.
  - Provide incentives to leverage ISP clusters to focus on equity, diversity, and inclusion themes.
  - Consider prioritizing diversity, inclusion, and equity work to initiate CMP's recently discussed interdisciplinary "focus areas."
- ❖ Provide high-level structural support to develop institutional excellence in diversity, inclusion, and equity curriculum. (rhetorical, material, and temporal support).
  - Create physical spaces on campus designed to nurture *intellectual* communities and groups committed to these issues. If we aim to foster intersectional critical thinking in our students, we need to reflect that in the ways we structure the intellectual intersections among our faculty.

**17. FACULTY DEVELOPMENT: Ensure that all faculty are well-prepared to teach and advise a diverse student body in inclusive and equitable ways.**

Strategies:

- ❖ Create faculty development opportunities to support inclusive pedagogy and learning.
  - Offer workshops on inclusive pedagogy, integrative learning, collaborative learning and other high impact practices (HIP's) through the new Center for Teaching and Learning.
  - Provide institutional commitment and faculty incentives to support the development of these active learning pedagogies.[28]

❖ Develop and implement an enhanced approach to **student advising** that incorporates inclusivity and support for all students as essential elements of the advisor's role (perhaps modeled after the Sustained Support Advising program). Academic advisors, advising deans, coaches, and all Colby personnel who serve in advising/coaching/mentoring capacities on behalf of the College play crucial roles in creating an inclusive and equitable experience for all students.

    o Regular diversity, inclusion, and equity education, awareness, and training should be required of all faculty and staff who serve in these roles.

**STAFF: CONTEXT AND RECOMMENDATIONS**

Introduction

To build a fully inclusive and equitable campus community, focused and committed consideration of both the diversification and the professional development and well-being of staff is essential. On the one hand, working, learning, and living with people who are different than ourselves enhances our cognitive, intellectual, social, and personal development. Support and administrative staff across the College play a critical role not only in the productive operation of our institution, but just as importantly, in the intellectual, civic, and social engagement of our community. On the other, there is ample evidence that when non-teaching staff feel appreciated and engaged, they hold a deeper commitment to institutional goals and have a more positive attitude in general.[29] Moreover, studies show that a "strong sense of community largely established by a constructive working relationship between faculty and staff" is crucial to establishing a positive campus cultural experience for all community members, especially students.[30]

In the highly stratified organizational structures of colleges and universities, however, staff members (with the exception of senior administrators) are often on the margins of institutional decision-making and power. As a result, a divide often exists between staff and faculty that is antithetical and counterproductive to our stated goals of inclusive community. From the perspective of *inclusive and equitable excellence*, the first step toward bridging this divide is recognizing the structural sources that inform that tension.

Findings

While Colby currently has a notably diverse senior staff/administration with people of color occupying 20% and women holding 30% of those positions, we continue to struggle with recruiting and retaining a diverse workforce among support and administrative staff. Between 2014 and 2015, there was a decrease in the number of women hired in both support staff (from 66% to 48%) and administrative staff (from 56% to 40%) positions. With regard to new hires of color between 2014-2015, there was a slight increase in support staff (from 11% to 15.2%), but a major decrease in administrative staff (from 31% to 13%) This low percentage of diverse hires is related, in part, to a low percentage of diverse applicants, especially in the areas of Physical Plant and Security for gender and Communications, Alumni Relations, and Health and Counseling for people of color. It is worth noting, however, that from 2014 to 2015 there was an increase from 7.5% to 15% in the total number of applicants of color for staffing positions at all levels (Exhibit E: Faculty/Staff). While the rise in the number of applicants of color is promising, the number of diverse staff does not match the increasing number of students of color on our campus.

Similar to the data collection situation with regard to faculty, the EEO office and Vice President of Administration office keep track of demographic data relevant to staff applicant pools and new hires, but that information is not easily accessible. According to the VP of Administration Office, some of the challenges to diversifying the staff applicant pool are time and knowledge. Some supervisors do not feel they have enough time to build a diverse applicant pool and/or they lack the knowledge about best practices to diversify the staff. Likewise, the EEO office indicates

a lack of time and financial resources to carry out best search practices to expand and diversify applicant pools. In addition, EEO also highlights issues related to inclusion and retention, pointing out the need for "additional resources dedicated to sourcing diverse candidates, guiding them through Colby's recruitment process, successfully transitioning to the College" (Exhibit E: Faculty/Staff). Both the Administration Office and EEO stress the importance of having senior leadership involved and supportive of these efforts.

Currently, as is the case with diversifying the faculty, there are insufficient professional development opportunities for staff to learn more about diversity, inclusion, and equity as an integral part of Colby's educational mission. As a result, there is a general lack of common understanding about why we want to diversify our staff. Additionally, there are few opportunities for staff leaders and supervisors to learn about and share best practices for diversifying applicant pools and conducting successful searches for diverse new hires. The recent transition of the EEO office to HR has the potential to mitigate some of these issues by facilitating data access and supporting training opportunities around diversity, inclusion, and equity.

Finally, from both our research and from feedback at our two community forums, it is clear that Colby, like many other academic institutions, faces the challenge of a faculty-staff divide. Findings show that much faculty-staff tension can be attributed to poor communication, and that lack of communication is often rooted in a lack of understanding about and/or appreciation for the different work that faculty and staff contribute to the institution. It is not surprising that a number of Colby community members urged "greater transparency . . .and communication" to address "the class system" between faculty and staff (Exhibit C: Community Feedback). As Colby moves toward a fully inclusive community model, this is an especially urgent area where we need to break out of our work and disciplinary silos to embrace a more collaborative and open environment

We want to note that we found it difficult to gather information about the demographics and the experiences of staff members. Therefore we must acknowledge that some of our recommendations are based on inadequate and incomplete information, and so require immediate further research and analysis. This difficulty is perhaps an example of the class and culture divides among the faculty and staff.

Recommendations

**18. STAFF RECRUITMENT: Develop and sustain a diverse staff at Colby, with the broad goal of reaching top third of NESCAC peers with regard to historically under-represented groups in the next 5-10 years.**

Strategies:

> Short-Term
> ❖ Hold Workshop at Staff Summer Retreat dedicated to promoting discussion about why diversity/diversifying the staff and community is important to the College.

- Prepare document that clarifies why diversity/diversifying staff is important within an aspirational context. Present to staff for feedback.

Long-Term
- ❖ Establish or update search guidelines that clearly define Colby's diversity, inclusion, and equity goals. Use multiple methods to communicate these guidelines: website, discussion, email, etc.
- ❖ Establish best practices for recruiting and hiring a diverse workforce and train supervisors in them.
  - o Provide diversity, inclusion, and equity workshops for hiring supervisors with regard to best practices, including training about how to conduct interviews with minimal bias.
- ❖ Develop new pipelines for diverse staff members:
  - o Use Career Service and Alumni Networks as sources for increasing diverse pool of applicants.
  - o Leverage all social media and communication vehicles to expand outreach to diverse applicant pool. For example, enhance Colby's LinkedIn Profile.
- ❖ Require administrative department diversity, inclusion, and equity plans.
  - o Every department would prepare a plan for diversification and inclusion in terms of staffing, professional development. These Departmental Diversity Inclusion, and Equity Action Plans (DDIEAPs) would include information about past hiring and reflect the specific steps that departments would take to identify and consider candidates from historically underrepresented groups in pending searches.
- ❖ Promote work-life balance and broaden the picture of possibility for potential candidates and their diverse situations, interests, and identities (working couple, single, health needs, urban-centered, more diversity, etc.). For example, for some, there may be benefits to living outside Waterville, in a more urban area like Portland and making that option a real possibility (shuttles, overnight housing, etc.)

**19. EQUITY: Establish policies, practices, and procedures to ensure that all staff members have equitable access to resources that enable them to succeed and thrive as respected, valued members of our community.**

Strategies:

- ❖ Data Collection: Develop a method to systematically track key aspects of staff demographics, including makeup of current staff, hiring of new staff, and progress of all staff. Analyze who leaves and why.
- ❖ Establish Best Practices for Retention of historically under-represented groups.
  - o Support Faculty/Staff of Color groups on campus and/or between campuses (Bates, Bowdoin, Thomas, UMaine, etc)
  - o Staff Mentoring Program:
    For example, a program that pairs entry-to mid-level employees with higher – level employees with the goal of fostering professional development and career growth.

- o Transition Support Policies and Programs to support new hires and their families before, during, and after arrival.
    - Spousal/Partner Employment Opportunities:
        - ➢ For example, create an HR position to review partner CV's to provide information, support, advise with regard to both on-campus and local area employment opportunities.
        - ➢ Create an inter-institutional network of employment possibilities on and off-campuses around the state.
        - ➢ Consider providing additional resources and opportunities to enable meaningful employment for dual-career couples.
    - Create a website with local area resources and contacts
        - ➢ Housing information
        - ➢ Area Schools and Programs
        - ➢ Medical Services etc.
- ❖ On-going Professional Development Opportunities for staff and administration around importance of diversity, inclusion, and equity and what it means to diversify our community.
    - o Require supervisors to complete training in diversity, inclusion, and equity issues to better prepare leaders and mentors to understand and identify issues for diverse staff in their departments and offices.
    - o Provide resources in budget (HR and EEO) for diversity programming.
- ❖ Value diversity, inclusion, and equity work
    - o Create policies that explicitly recognize diversity, inclusion, and equity work in evaluation, merit, and promotion. Such recognition should be attentive to the "invisible labor" that many colleagues of color do.
    - o Supervisor support to attend workshops and engage in activities related to diversity, inclusion, and equity without work penalty.
- ❖ Labor Equity
    - o Create clear policies that establish fair and uniform salary categories. (Currently salary is up to individual hiring manager or division head).
    - o Create fair and transparent procedures to assist staff in resolving labor disputes (e.g. ombudsperson).
- ❖ Create more opportunities for staff to partner with faculty:
  How can we increase awareness of staff-faculty relationship issues on campus and promote collaboration, respectful communication and appreciation of the gifts and talents of every contributor?
    - o Acknowledge the stratified structure that creates power differentials between faculty and staff, and expand workforce democracy.
    - o Provide workshops for staff-faculty to form collaborative partnerships.
    - o Increase opportunities for staff engagement in college decision-making processes. (service on committees, searches, task forces, etc).
    - o Provide clear communication about organizational strategies and goals to staff and faculty.

**FACULTY: CONTEXT AND RECOMMENDATIONS**

Introduction

To develop and sustain a model of inclusive and equitable excellence in our campus community, innovative and focused efforts at recruiting and retaining a diverse faculty are indispensable. Studies show that the diversification of college faculty is an important component of preparing students to be citizens in a pluralistic society.  Moreover, faculty representation of diverse groups directly impacts student success. Studies show that increased faculty diversity produces more student-centered approaches to teaching and learning, more diverse curricular offerings, and more research focused on issues of race and gender.[31]  According to Trower and Chait, "the most accurate predictor of subsequent success for female undergraduates is the percentage of women among faculty members at their college."  Likewise, Umbach asserts that "academic performance and career aspirations are enhanced when students of color have minority faculty who serve as role models".[32] Most urgent, however, is the fact that *all* students are better educated and better prepared to be engaged and productive global citizens when they are exposed to different perspectives and experiences.[33]

Findings

As of 2014, female faculty make up approximately 45% of the tenured and tenure-track faculty at Colby, which compares favorably with our peer schools. At the same time, however, in two of the five most popular majors, Economics and Government, female faculty comprise only 21% and 27% respectively. With regard to racial diversity, studies show that, despite focused efforts by numerous US institutions to diversify their faculty, faculty of color continue to be underrepresented in higher education.[34] In a national context, the low number of faculty of color at Colby is not particularly surprising. In a comparative context with our NESCAC peers schools, however, Colby comes out in the bottom third with faculty of color filling only 13% of all tenured and tenure track positions. (Exhibit E: Faculty/Staff). According to Colby's Diversity Reports from 2009-2014,[35]  that percentage has changed very little over the last 5 years, while student of color enrollment during that same time period went from 15% to 23%.  The growing gap between the number of faculty and students of color creates a significant challenge to Colby and, as discussed above, can negatively impact the educational experiences and outcomes of students of color.  The urgency of that situation led us to ask why that number of faculty of color has remained so flat.

In the process of researching that question, we found that, with regard to hiring and retention of faculty of color, either there is little data maintained or the data is not easily accessible.  While the EEO office and the Vice President of Administration office keep track of demographic data relevant to applicant pools, that information, along with data about new faculty of color hires across departments is not widely shared. In terms of faculty of color retention rates, the lack of data is greater. While the Provost's office has completed a very preliminary analysis of progression through to tenure review by gender for the tenure-track faculty, that office does not keep demographic data (relative to race and ethnicity) about tenure review and outcomes. Given the low number of faculty of color, such an analysis would require that demographic data be merged with names, making it difficult to maintain confidentiality. As a result, however, we lack

sufficient information to follow faculty of color progression through tenure, which creates a gap in our understanding of how faculty of color experience or why they leave during the probationary period.

The lack of data and data-accessibility contributes to an incomplete and fragmented understanding of some of the challenges we face as we try to diversify our faculty, with a focus on historically under-represented groups. While the Provost's office has significantly updated search guidelines in the last few years, emphasizing the importance of diversifying the applicant pool because our faculty "is not excellent unless it is diverse," there is a lack of common understanding across departments and programs about why we want to diversify our faculty and the how diversity is crucial to our institutional goals. This lack of knowledge can reduce efforts to diversifying the faculty/staff to an over-simplified goal of merely attaining representational diversity without examining policies and practices that undermine inclusion and equity.

Currently, there are insufficient professional development opportunities for faculty and staff to learn more about diversity, inclusion, and equity. Similarly, many departments do not have a clear sense of how to successfully diversify their candidate pools and searches, in part, because we have not established best practices for diversity-focused searches, nor do we institutionally encourage inter-departmental discussions about best search practices. As a result, departments typically work separately within traditional disciplinary search practices without the potential benefits of cross-disciplinary experience and/or outside expertise.

Recruitment efforts are inextricably linked to retention strategies grounded, again, in a uniform understanding among faculty and staff about why diversity, inclusion, and equity are important and how deeply they are connected to structural issues that can maintain a dominant campus culture. According to the Provost's office, "retention strategies are built around faculty development and ensuring a level of teaching and research support that allows faculty to do their best work," but currently, there are no professional development opportunities targeted to historically underrepresented groups. Studies show that a commitment to retaining faculty of color means providing "professional development so that the environment might support that diversity."[36]

While Colby has a long-standing mentoring program that pairs new faculty with senior faculty, there is no specific consideration of new diverse faculty challenges, nor are there training opportunities for senior faculty to learn more about how to effectively mentor new diverse faculty. For example, studies show that faculty of color are disproportionately burdened by invisible service labor, which taxes both their time and energy. Consequently, this "cultural taxation"[37] can inadvertently impede their ability to access many of the resources nominally available to all faculty (divisional grants, course development funding, resources in the provost's office), but which require time, energy, and support. At the same time, we do not currently have clear policies that specifically value diversity work in cases of promotion, tenure, merit, and reviews. According to the Provost's office, "there are few structural incentives" for faculty and staff across the institution to pursue diversity, inclusion, and equity work, which can contribute to an increased taxation on faculty of color.

Recommendations

**20. FACULTY RECRUITMENT: Develop and sustain a diverse faculty at Colby, with the broad goal of reaching the top third of NESCAC peers with regard to historically under-represented groups in the next 5-10 years.**

Strategies:

Short-term
- ❖ Hold Faculty Retreat dedicated to promoting discussion about why diversity/diversifying the faculty and community is important to the College.
  --Prepare document that clarifies why diversity/diversifying faculty is important within an aspirational context. Present to faculty for feedback.
- ❖ Create Lecture Series designed to foster greater awareness of and discussion about issues that have emerged on college campuses. Academic focus to underscore scholarship and research being done around diversity, inclusion, and equity.

Long-Term
- ❖ Improve data collection: Develop a method to systematically track key aspects of faculty demographics, including makeup of current faculty, hiring of new faculty, and progress of all faculty to tenure and promotion. Analyze who leaves and why.
  - o Part of this assessment could include EXIT INTERVIEWS for faculty who leave the institution and ENTRY INTERVIEWS for first-year faculty as they complete their first year at Colby. This would provide useful information and serve as an inclusive affirmation of new faculty contributions to the community.[38]
  - o Share and use data and analysis from the COACHE survey to enhance our understanding of faculty work experience.
- ❖ Require departmental diversity, inclusion, and equity plans. Every department would prepare a plan for diversification and inclusion in terms of staffing, curriculum, professional development. These Departmental Diversity and Inclusion Action Plans (DDIEAPs) would include information about past hiring and reflect the specific steps that departments would take to identify and consider candidates from historically underrepresented groups in pending searches.
- ❖ Establish best practices for recruiting and hiring a diverse workforce and train chairs and faculty members in those practices.
  - o Establish a website with links to resources such as a list of "Best Practices for Successful Diversity Searches," articles and information about unconscious bias, a calendar of workshop dates, templates for how to compose effective job ads, etc. See Williams College webpage for an example information site: https://diversity.williams.edu/faculty-recruitment/recruit-diversify-your-pool-of-applicants/
- ❖ Provide Diversity Hiring Workshops for faculty led by professional consultants.
  - o Training could include workshops on unconscious bias, best practice strategies for composing jobs ads, conducting interviews, etc.
- ❖ Develop and strengthen our current TOP program.

- o Create greater coherence between the goal to increase representational diversity and how diverse hires fit into broader institutional mission of creating inclusive and equitable community.
  - o Consider how TOP corresponds to curricular needs, disciplinary priorities and interdisciplinary program connections.
- ❖ Create a pipeline from postdocs to faculty:
  Hosting postdoctoral fellows each year would contribute to diversifying both the faculty and the curriculum, enriching the intellectual life of the campus, and possibly serving as a mechanism by which talented early scholars can be recruited into tenure-track faculty position.
  - o Aggressively seek grant funding that would create a direct connection of diversity postdoctoral fellowships to tenure-track positions.[39]
  - o Join consortia to establish pipeline between graduates and post-docs from underrepresented groups.
    - For example, C-3: Creating Connections Consortia, which "seeks to address the challenges of diversity in higher education by building capacity, investing in cohorts of talented graduate students and faculty from underrepresented groups." http://c3transformhighered.org/#sthash.7TSA3G9v.dpbs
    - LADO: Liberal Arts Diversity Officers https://liberalartsdiversity.org/
- ❖ Creatively Meet Needs of Potential Hires
  Broaden the picture of possibility for potential candidates and their diverse situations, interests, and identities (working couple, single, health needs, research, urban-centered, more diversity, etc.). For example, for some, there may be benefits to living outside Waterville, in a more urban area like Portland and making that option a real possibility (shuttles, provide overnight housing in Waterville, etc.)


**21. EQUITY: Establish policies, practices, and procedures to ensure that all faculty have equitable access to resources that enable them to succeed and thrive as respected, valued members of our community.**

Strategies:

Short-Term
- ❖ Charge the Provost, working in collaboration with the Dean of the College/Chief Diversity Officer, with developing policies to ensure the equitable distribution of resources for all faculty.
- ❖ Form Faculty of Color Group on campus.
- ❖ Form Cross-Institutional Faculty of Color Group with other institutions in area.[40] (Colby, Bates, and Bowdoin are currently organizing an introductory meeting tentatively scheduled for September 9, 2016).
- ❖ Create Associate Provost for Faculty Diversity and Development
- ❖ Join national consortia like National Center for Faculty Development and Diversity.
- ❖ Create Resource New Faculty of Color/Diverse Faculty Resource Guide and Website for Faculty of Color at Bates, Bowdoin, Colby. For an excellent example of these

resources, see Five Colleges site: https://www.fivecolleges.edu/consortium/diversity-resources

<u>Long-Term</u>
- ❖ <u>Create policies and structures to support new hires and their families</u>
  - o System or program to support new hires and their families through transition/moving process.
  - o Spousal/Partner Hires and Employment Opportunities:
    - ➢ Create HR position to look over spouse/partner CV's to provide information, support, and advise with regard to both on-campus (faculty/staff) and local employment opportunities.
    - ➢ Consider providing additional resources and opportunities to enable meaningful employment for dual-career couples.
- ❖ <u>Invest in Mentoring</u>: Offer mentoring opportunities to junior faculty of color with senior faculty both inside and outside the department. Offer mentoring opportunities for faculty of color <u>after</u> tenure, as well.
  - o Provide training to mentors. Do not assume that all senior faculty know or have experience mentoring a diverse junior colleague.
  - o Provide relief from other departmental duties to mentors. If we take this work seriously, then we should acknowledge the work and time involved.
  - o Acknowledge additional advising and mentoring burdens that often fall to faculty of color.
- ❖ <u>Require chairs and directors to complete training in issues of diversity, inclusion, and equity.</u> Prepare leaders and mentors to understand and identify issues for diverse junior faculty in their departments/programs.
- ❖ <u>Create clear policies that recognize the diversity, inclusion, and equity work</u> that faculty do and address the challenges that some faculty face.
  - o Explicitly include diversity, inclusion, and equity work in evaluation, merit, promotion and tenure.[41]
  - o Such assessment should include the "invisible labor" of many faculty of color (mentoring students of color, serving on numerous committees [or feeling pressured to], serving as informal consultant to committees, departments, colleagues around diversity issues, attending diversity workshops, conversations, trainings, and events, etc.); invisible teaching labor (excessive office and advising hours); perception (inability to see faculty from historically underrepresented groups as scholars first and people who serve second); tokenism, including tokenism on syllabi.
- ❖ <u>Provide resources to support curriculum development in all departments and programs</u> on race, ethnicity, gender, sexual identity, ability, and other related areas of power, privilege, and social justice.

# RECOMMENDATIONS SUMMARY

1.    **MISSION**: Develop a mission statement articulating an ideology of *equity literacy* and *inclusive excellence* for all, with the goal of becoming a diverse, inclusive, and equitable institution. Articulate a clear sense of common purpose and mission and explain how everyone contributes to that work.

2.    **DATA**: Improve data collection. In order to measure progress and understand patterns relevant to creating a diverse and inclusive community, develop and maintain a much more extensive and intentionally designed repository of reliable data and analysis.

3.    **ASSESSMENT**: Develop systematic instruments to establish baseline measures of current campus climate and culture and to track progress on various actions recommended in this plan.

4.    **ACCOUNTABILITY**: Establish a structured, adequately-resourced mechanism for carrying out this work and ensuring accountability.

5.    **RESOURCES**: Define and commit adequate resources to achieve these goals to ensure that our resources match our aspirations. Incentivize and support diversity work at all levels of the community. Funding and staffing reflect institutional commitments, priorities and values.

6.    **ACCESS**: Ensure that all Colby facilities and programs are fully and equitably accessible to all.

7.    **COLLABORATION**: Enhance collaboration. Diversity, Inclusion, and Equity work is fundamentally collaborative, and yet Colby has few structures or mechanisms by which to enable the necessary collaborative work.

8.    **CAMPUS CLIMATE**: Revise College policies, procedures, and practices based on unspoken norms, values, assumptions and perspectives.

9.    **INCLUSIVITY**: Analyze both the campus environment and our presentation of Colby to the larger world, to understand the ways we may be expressing implicit assumptions, values and norms without clear intention.

10.   **DIVERSITY**: Recruit, admit, enroll, and retain the most talented and accomplished students from varied backgrounds. Our broad goal is to reach the top third of NESCAC schools in the next 5-10 years with regard to the inclusion of historically under-represented groups.

11.   **ACCESS**: Ensure that all enrolled students have equitable access to, and the opportunity to participate in, all Colby programs, on and off campus.

12.   **COMMUNITY**: Create a genuinely inclusive and equitable student community, in which every student is enabled to succeed.

13. **INTELLECTUAL LIFE**: Bridge the divide between students' academic and co-curricular lives by building community around a vibrant intellectual and ethical culture

14. **GENDER**: Address the ways that gender shapes the student experience.

15. **HEALTH AND WELLNESS**: Ensure all students have the support and guidance they need to remain physically and psychologically healthy.

16. **CURRICULUM**: Ensure that all students have a deep understanding of the value of diversity, equity and inclusion as a core principle of a Colby education and a deep understanding of the value of all areas of study at a liberal arts college.

17. **FACULTY DEVELOPMENT**: Ensure/require that all faculty are well-prepared to teach and advise a diverse student body in equitable and inclusive ways.

18. **STAFF RECRUITMENT**: Develop and sustain a diverse staff at Colby, with the broad goal of reaching top third of NESCAC peers with regard to historically under-represented groups in the next 5-10 years.

19. **EQUITY**: Establish policies, practices, and procedures to ensure that all staff members have equitable access to resources that enable them to succeed and thrive as respected, valued members of our community.

20. **FACULTY RECRUITMENT**: Develop and sustain a diverse faculty at Colby, with the broad goal of reaching the top third of NESCAC peers with regard to historically under-represented groups in the next 5-10 years.

21. **EQUITY**: Establish policies, practices, and procedures to ensure that all faculty have equitable access to resources that enable them to succeed and thrive as respected, valued members of our community.

# NOTES

[1] The broad definitions of equity, diversity, and inclusion discussed here are taken from the "Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education" developed by the New England Center for Higher Education Multicultural Affairs Think Tank. See Appendix A.

[2] Gorski, Paul, *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. (New York: Teachers College Press, 2013).

[3] Milem, Jeffrey, Mitchell J. Chang, and Anthony Lising Antonio, "Making Diversity Work on Campus: A Research-Based Perspective." (AACU, 2005), 19.

[4] Mitchell, Dennis A., "Why is Diversity So Important"; Page, Scott E., *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*; Phillips, Kathy W., "Diversity Makes Us Smarter"; Tsuo, Kristin, "Diversity For All."

[5] According to William, Berger, and McClendon in their article "Toward a Model of Inclusive Excellence in Post-Secondary Institutions," *organizational culture* is defined as "deeply shared values, assumptions, norms, and beliefs" (10).

[6] From Colby's statement on "What Diversity Means to Us": http://www.colby.edu/diversity/statement-on-diversity/

[7] Clayton-Pederson, Alma and McTighe Musil, Caryn, Introduction to "Toward a Model of Inclusive Excellence and Change in Post-Secondary Institutions" by Damon A. Williams et.al., *iii*.

[8] Witham, Keith, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon, *America's Unmet Promise: The Imperative for Equity in Higher Education.* (AACU, 2015).

[9] For an introduction to equity literacy, see Paul Gorski's primer at http://www.edchange.org/handouts/Equity-Literacy-Introduction.pdf. Also reference other handouts/AACU documents.

[10] See Skria, et al., Using Equity Audits to Create Equitable and Excellent Schools (Corwin 2009). https://us.corwin.com/en-us/nam/using-equity-audits-to-create-equitable-and-excellent-schools/book229384

[11] Research in the selection of diversity committee members suggests that those who have considerable expertise in this work should be chosen. Some people are experts. They are trained to do and sustain this work, and they often have advanced degrees that reflect a deep level of informed engagement in particular areas. Their scholarship, teaching, and service are intellectually rich, theoretically grounded, and focused – specialized. Too often colleges and universities think that anyone can instinctively "do all aspects of" diversity, and that is dangerous. This view continues to naturalize difference. It allows communities to avoid identifying and dealing with core matters.
Source: AACU CONFERENCE SESSION: **"Everyone Can Do This Work"** – No They Can't."

[12] In response to the challenges of diversifying their faculty, Bowdoin College has formed a *Faculty Diversity Committee*, composed of 5 appointed, tenured faculty members with representation across divisions. A central purpose of the committee is to serve as outside members of tenure-track searches across the college. All appointed members must receive professional training in best practices regarding inclusive recruitment and hiring. https://www.bowdoin.edu/academic-affairs/forms-policies/faculty-diversity.shtml

[13] Research also suggests that if colleges and universities are serious about Equity, Diversity, and Inclusion then they need to make *real* time for it. This is hard, taxing, contentious work. It is often emotional for some people. They cannot simply "turn off" and "move on" to the next daily task. Duties need to shift (e.g. course releases, programming assistants, redistribution of advising duties). Institutions need to make structural changes and resist the "add on" model. These changes need to happen *before* committees and other groups get started so that statements like "I don't have time" or "I'm too busy" are not acceptable excuses. Source: AACU CONFERENCE SESSION: **Time.**

[14] Susan Rankin, Penn State,

[15] Williams, Berger, and McClendon assert that "to create 'a culture of inclusive excellence,' higher education leaders must consider how their campus environments can adapt to meet the needs of today's highly diverse entering students, rather than beginning with the assumption that diverse students must assimilate into existing environments . . ." (9).

[16] Milem, J., Chang, M., and Lising Antonio, A. 2005. "Making Diversity Work on Campus: A Research-Based Perspective."

[17] See www.colby.edu/activism.

[18] See http://colbyechonews.com/sexual-healing-senior-girls-want-action/.

[19] See NESCAC alcohol survey.

[20] Compared to Colby's counseling staff of 3 full-time and 1 part-time positions, Williams has a counseling staff of 4 therapists, 1 psychiatrist, and 3 fellows, while Swarthmore has a staff of 5 counseling positions, 3 interns, 1 post-graduate resident, and 1 post-graduate fellow, and Amherst has a staff of 9 counseling positions.

[21] See Kuh, *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. (AACU, 2008). For a summary of high impact practices and their outcomes, see Chart of High-Impact Practices (pdf)

[22] The Faculty Associate Program, which was in place through the 1990's, provided a strong faculty-student connection through the residence halls. The FLP was structured so that 2-3 faculty, who expressed interest in participating, were assigned to residence halls throughout campus. These faculty associates worked in collaboration with the faculty residents to organize both academic and social events throughout the year in the residence halls.

[23] Hurtado, Sylvia. "Linking Diversity with the Educational and Civic Missions of Higher Education." *The Review of Higher Education* 3, no. 2 (Winter 2007).

[24] Milem, Chang, and Antonio, "Making Diversity," 26.

[25] See web.colby.edu/mcl/.

[26] Milem, Chang, and Antonio, "Making Diversity," 27. An innovative example of such a course is the development of a "history of the discipline" course in all majors. Not only would this curricular model create a common language for all students on campus, these courses would also de-neutralize and explicitly foreground the power structures inherent in all knowledge projects.

[27] Hurtado observes that "[s]tudent participation in intergroup dialogue (opportunities for facilitated, extended discussions about diversity) is associated with increases in students' perspective-taking skills, the development of a pluralistic orientation, interest in poverty issues, and a belief that conflict enhances a democracy rather than detracting from democratic ideals. Moreover, intergroup dialogue is associated with reports of positive interactions with diverse peers." "Linking Diversity," 192.

[28] With regard to institutional support of active learning pedagogies, Milem, Chang, and Antonio, "Making Diveristy," point out that "[s]uccessful programs tend to offer faculty course

reductions and/or summer salary incentives for the development, implementation, and assessment of new pedagogies.  To institutionalize these pedagogies, tenure and promotion guidelines that reflect the institution's commitment to engaging diversity also need to be implemented," 25.

[29] Florenthal, Bela, Yulia Tolstikov-Mast, N.Yilmazsoy, "Understanding organizational culture from multiple perspectives. Faculty-Staff relationships analysis." *The Journal of Academic Administration*, 5, no.1 (2009).

[30] Florenthal, Bela and Yulia Tolstikov-Mast, "Organizational Culture: Comparing Faculty and Staff Perspectives." *Journal of Higher Education Theory and Practice* 12, no.6 (2012).

[31] Milen, J.F.,"The Educational Benefits of Diversity," In *Compelling Interest: Examining the Evidence on Racial Dynamics in Higher Education*, ed. M. Chang, D. Witt, J. Jones, and K. Hakuta. (Palo Alto, CA: Stanford University Press, 2003),126-169.

[32] Umbach, Paul D., "The Contribution of Faculty of Color to Undergraduate Education." *Research in Higher Education* 47, no.3 (2006), 320.

[33] Taylor, Orlando, Cheryl Burgan Apprey, George Hill, Loretta McGrann, and Jianping Wang, "Diversifying the Faculty." *Peer Review* 12, no.3 (Summer 2010). Accessed May, 2016. Cheryl Burgan Apprey, George Hill, Loretta McGrann, and Jianping Wang. (2010). "Diversifying the Faculty." *Peer Review* 12, no.3 (Summer). Accessed May, 2016.

[34] Smith, Daryl G., Caroline S. Turner, Nana Osei-Kofi, and Sandra Richards, "Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty." *The Journal of Higher Education*, Vol. 75, no. 2 (March/April 2004)

[35] See http://www.colby.edu/diversity/diversity-report/

[36] Diggs, Gregory A., Dorothy F. Garrison-Wade, Diane Estrada, and Rene Galindo, "Smiling Faces and Colored Spaces: The Experiences of Faculty of Color Pursuing Tenure in the Academy." *Urban Review* 41 (2009), 312-333

[37] "Cultural taxation", a term coined by Amado Padillo in 1994, describes the burden placed on ethnic minority faculty to carry out service to their institutions, often in the form of invisible labor. Williams June describes this form of unseen labor as "the pressure faculty of color feel to serve as role models, mentors, even surrogate parents to minority students, and to meet every institutional need for ethnic representation."

[38] Christine A. Stanley urges institutions to maintain and monitor data with regard to faculty of color on "date of hire, rank, tenure-track status, race and ethnicity, retention, attrition, and exit interviews" as a way of understanding campus climate and culture and of identifying barriers to an inclusive and equitable work community. (733).

[39] See https://mellon.org/programs/diversity/.

[40] In their study on the experiences of faculty of color in the tenure stream, Diggs et. al. observe that "faculty of color identified the establishment of a community of scholars of color as an important support for their work" (324).

[41] Institutional responses to "counting" diversity work in promotion and tenure vary, resulting in broad policies to include diversity work on annual reports to Oregon State's recent change in P&T guidelines that stipulate all faculty members are responsible for creating and maintaining inclusive community. In a more definitive policy change, Pomona College recently voted to change the criteria for tenure "to specifically require candidates to be 'attentive to diversity in the student body.'" See Jaschik, Scott, "Diversity as a Tenure Requirement," *Inside Higher Ed,*  May 23, 2016.

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## EXHIBITS

A. Colby Museum of Art Diversity Report and Mellon Demographic Survey

B. Campus Climate and Culture Stakeholders' Responses

C. Community Feedback

D. Institutional Research (IR) Fact Book

E. Faculty/Staff Data

F. New England Center For Higher Education Guidelines (NERCHE)