

Action Team Final Report

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Executive Summary

A. Action Team Charge:

The team's objectives for 2013-14 include:

- Undertake an inventory of student support services at CC.
- Evaluate best practices at other liberal arts colleges for supporting students from diverse backgrounds (including and building on Professor Emily Chan's recommendations for OMIS)
- Make recommendations for changes and/or new programs (including and building on Professor Emily Chan's recommendations for OMIS).

B. Search Process

Our team played an integral role in the search process for the new assistant vice president/director of The Butler Center:

- Our team met with Vice President for Student Life/Dean of Students Mike Edmonds to review and edit the job description and also suggested an initial position title: executive director of The Butler Center for Equity & Inclusion.
- We met with Valerie Szymkowicz of The Spelman & Johnson Group, the firm employed to head the search, to discuss what key qualities we desired/needed in this new position
- At the request of Dean Edmonds, we compiled and submitted suggestions for members of the search committee; two of our team members, Thamanna Vasana and Anna Jaquez-Herron, served on the search committee
- Our team was afforded the opportunity to meet with all of the on-campus candidates and forwarded feedback to Chair Emily Chan.
- We are pleased that Paul Buckley has been announced as the new assistant vice president/director of The Butler Center.

C. Student Focus Groups

The most engaging aspect of our team's work was the opportunity to speak in intimate settings with students to hear their perspectives. We were intentional in designing opportunities for a wide array of students to engage in the process and bring their ideas to the table; for example, we talked to Greeks and athletes and students involved in spiritual life as well as minority and international students.

Findings:

1. Students reported both positive and negative perceptions of the college's commitment to diversity, equity, and inclusion, as well as positive and negative interactions with faculty and staff around these issues.
2. It seems that both inside and outside of the classroom, there are people who are more comfortable with and capable of guiding or responding to these discussions. Students suggest more comprehensive "training" for students, faculty, and staff in ways that feel "authentic."

3. Many students feel that OMIS and Bridge Program mentees have been inordinately burdened with advancing these issues on campus.
4. Students shared perceptions of the “CC Stereotype”; outdoorsy, liberal-minded students, and indicate that students who fall outside of this norm, particularly conservative and/ or religious voices, are marginalized and ostracized in many aspects of academic and social life.
5. Students report a lack of overall community and cite large events such as “First Mondays” as one of the only examples of all-campus community-building activities.
6. Majority and minority students agree that majority students are disengaged from the issues and dialogues around equity, diversity, and inclusion
7. Students see diversity in a much larger scope that extends beyond race and culture to include differences in experiences and perspectives.
8. Many students who self-identify as minority or first-generation feel they lack “cultural capital” or the confidence and ability to interface appropriately and effectively with figures of authority.
9. Students with learning disabilities feel they are not part of the diversity conversation and feel they should be included.
10. Socio-economic gaps are still difficult to address and block breaks exacerbate this difference. Students are embracing the idea of staying on campus, regardless of financial means or lack thereof, and want the college to continue free Block Break programming.
11. Students had positive and negative reactions to engagements around inclusion and equity during orientation programs, but all agree that educational efforts need to be sustained in a systemic fashion throughout the year, not just during orientation.

Recommendations:

1. **Continue offering free block break programming for students;** market more widely to increase participation
 - a. The programming should be developed and sustained collaboratively between Campus Activities and The Butler Center, occasionally partnering with other offices on campus
 - b. Approximately 40-50 students have attended free block break activities, which were started 5th block break of this 2013-14 academic year as a collaboration between OMIS, the Sociology Dept., and Campus Activities.
2. **Develop and institutionalize a series of sustained dialogues** around issues of campus climate, community and inclusion, building on themes introduced in New Student Orientation (inclusion, bystander intervention, choices around substance use, etc.)
3. **Explore ways in which to build and sustain community among students, faculty, and staff**
4. **Explore and develop a systemic approach to meaningful engagement for all members of the campus community around negotiating difference.** Staff Council and Faculty Executive Committee should be involved.
5. **Assess and interrogate new methods of support and training for Bridge Program mentors, FYE Mentors, RA’s, and other student leaders and peer mentors;** encourage collaborative training and engagement between these groups
6. **Establish a Peer Mentoring program** out of The Butler Center for all students. This would do a lot to situate the new Butler Center as a place of engagement and support for *all* students.

7. **Continue to assess the inclusion and effectiveness of orientation programs** for both international and domestic students.
8. **The Career Center could develop additional targeted programming around issues of cultural capital** (interfacing with those in positions of authority; faculty, advisors, staff, etc.)
9. **Designate a certain number of First Mondays** to interrogate issues of inclusion and equity from multiple perspectives
10. **Include the Pledge of Respect** on all course syllabi and encourage faculty to discuss the pledge, just as the Honor Code is discussed.
11. **Develop and offer a Half Block course** which allows students to engage in dialogue about negotiating difference. This could be a credit or non-credit offering depending on the instructor/professor.

D. Compelling Strategies – Peer Institution Review

Although tasked with evaluating “best practices” at comparable institutions, our team determined that we would rather employ the language of “strategies” as this seemed a more accurate term.

We did not need to ‘re-invent the wheel’ as there had already been significant evaluation conducted as part of the Mellon visits and subsequent investigation by Roger Smith in his role as director of the Office of Minority and International Students.

Findings:

1. In our peer institutional review, we find that in many ways, we are “ahead of the curve” or “mid-stream” with regard to some critical efforts including our interrogation and formation of a new model of discourse which does not rely solely on language of “diversity” and “multiculturalism” in our goal of true inclusivity.
2. The college now engages in a partnership with the QuestBridge Program.
3. We are assessing and strengthening our efforts to re-engage minority and alumni of color with current students and with the college in general.

While Colorado College and our peer institutions employ several similar initiatives, these other programs have value for potentially enhancing, refining, or adding to our current programs:

1. Wellesley Plus writing requirement and optional year-long program for first-generation college students
2. Colgate Summer Institute program for incoming first years who qualify as a member of an underrepresented community, first-generation college attendee, high economic need, or high achiever in an underresourced/ low- performing high school
3. Williams cluster of course requirements titled “The Exploring Diversity Initiative”
4. Middlebury class for faculty on pedagogy around race and ethnicity
5. Carleton Peer-Led Intergroup Dialogue program
6. Williams Executive Alumni Committee charged to reach out to diverse populations

7. The Commons residential life system at Middlebury which integrates academic experience with residential life

Recommendations: Academic Support

As the proportion of underrepresented students, and graduates of under-resourced schools increases, we must:

1. Strengthen support for skill acquisition and academic development through Bridge (pre-arrival) programs and learning centers (quantitative reasoning, writing, ESL, etc.).

Recommendations: Campus Climate

To enhance student success and satisfaction we must:

1. Create workshops and sessions for intergroup dialogue and common projects or events in New Student Orientation; providing follow-up programs for sophomores and subsequent classes (sustainability).
2. Structurally encourage existing student groups and organizations to foster intergroup events, activities, and collaboration.
3. Ensure hospitable climates in classrooms and campus spaces and events to include providing greater opportunities for faculty to learn about students' experiences and the ability to appropriately address those, incorporate leadership development for all students, and begin to employ strategies that help transcend notions of a "stereotypical" CC student (affluent, outdoorsy, liberal, Anglo, etc.).

Recommendations: Integrative Learning and Scholarship

1. Expose ALL students to more culturally rich curriculum (systemic so every student is exposed — throughout four years).
2. Given that faculty of color are typically disproportionately engaged in interdisciplinary academic work (scholarship and teaching), we must increase the level of interdisciplinary curriculum development as a means of attracting and retaining more faculty/staff of color.

Finding: Visible Diversity Statement

A review of the Colorado College website easily reveals that the college does not have a visible, easily accessible, or well-crafted statement regarding our values around diversity, equity, and inclusion.

Recommendation:

1. We recommend that the college adopt statements on diversity and values (recommended text included in report) and add these statements to the CC homepage to reflect the gravity with which the college views these issues.

Recommendation:

1. We recommend that the college explore adopting a Pledge of Respect applicable to all students, faculty, and staff.

Full Report

A. Action Team Charge:

“Building on the Block,” Colorado College’s strategic plan, summarizes two key goals:

“As we embark on these new initiatives, we must remember that the success of the Block Plan depends on a talented and diverse student body and a dedicated, excellent faculty and staff. The CC academic endeavor for each student is greatly influenced by one’s peers. The small classes, engaged classroom environment, field trips, athletic teams, co-curricular activities, residential life, and collaborative work that are part of our educational enterprise mean that peers are an integral part of each student’s experience. This experience is richer for each student when surrounded by talented and curious students from different backgrounds, cultures, and places — and with different talents and gifts. **To recruit the best and brightest students, especially those who would benefit most from a CC education, we will build additional resources for financial aid.**”

“To create a campus culture that is truly creative and innovative, we must attract and retain a diverse faculty, staff, and administration and foster an inclusive campus culture that truly values different backgrounds, experiences, ideas, and opinions. An inclusive community provides the foundation for an excellent liberal education — a diverse faculty and staff is a critical component in generating creative ideas and providing the most effective mentoring. In fact, one main benefit of a residential liberal arts education is our capacity to model democratic community, helping students acquire the habits that will shape them long after they leave CC. At the same time, to attract top professional talent in today’s competitive global economy, the college must be a welcoming place for people from all backgrounds.”

The college’s efforts to embrace diversity and inclusion as part of a strong liberal arts education are reflected in its commitment to diversifying its campus population and providing organizational support through many student services including the Office of Minority and International Students (OMIS), the Colket Center for Academic Excellence, and the summer bridge programs. However, at this critical juncture, it is crucial to evaluate our current support. Therefore, President Tiefenthaler is appointing an action team consisting of students, staff, and faculty to evaluate our current support and recommend changes to better support our students in the future.

The team’s objectives for 2013-14 include:

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The action team will report on progress throughout the year, beginning in early December, then in mid-February and with a final report at the end of the 2013-14 academic year.

As our charge tasks us with building on the comprehensive research conducted by Prof. Emily Chan on the future of OMIS, we began by familiarizing ourselves with her findings. We invited Emily to attend our first two team meetings to share her report with us and engage in dialogue. Her findings on the future of OMIS set the stage for the college's larger re-imagining of The Butler Center enterprise and informed our focus groups and peer institutional assessments as well. **Our Action Team agrees with and supports the recommendations Prof. Chan outlined in her report.**

B. Search Process

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- Our team met with Vice President for Student Life/Dean of Students Mike Edmonds to review and edit the job description and also suggested an initial position title; Executive Director of the Butler Center for Equity & Inclusion. As one member of our team so aptly put it, "When you have a name, you have a history;" we felt strongly that the Butler name and legacy should be sustained for the new enterprise.
- We met with Valerie Szymkowicz of The Spelman & Johnson Group, the firm employed to head the search, to discuss what key qualities we desired/needed in this new position
- At the request of Dean Edmonds, we compiled and submitted suggestions for members of the search committee; two of our team members, Thamanna Vasani and Anna Jaquez-Herron, served on the search committee
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The most engaging aspect of our team's work was the opportunity to speak in intimate settings with students to hear their perspectives. We were intentional in designing opportunities for a wide array of students to engage in the process and bring their ideas to the table; for example, we talked to Greeks and athletes as well as minority and international students.

Outreach to students was conducted personally, via all-campus e-mails, list-serves and via existing affinity groups (RAs, First-Gen Group, FYE/Bridge Mentors, etc.). We invited students to sign up through the Summit platform, but many students did not sign up, they simply came to the sessions:

Dear Students:

The Colorado College Strategic Plan states, “To create a campus culture that is truly creative and innovative, we must attract and retain a diverse faculty, staff, and administration and foster an inclusive campus culture that truly values different backgrounds, experiences, ideas, and opinions.” An Action Team composed of faculty, staff, and students has been formed to gather information, so we need to talk to YOU – our students – and hear your thoughts about the campus environment. **We invite your participation in focus groups during Block 6 to give you the opportunity to share your experiences, give suggestions, and voice your concerns.** The feedback we gather from you is critical as we move forward with positive change.

Our Action Team has tried to determine some different stakeholders and constituencies among our students; part of building an inclusive campus environment **is garnering as many diverse perspectives as possible.**

We invite you to self-select and **sign up for up to three focus groups** as we know you may identify with more than one of these groups: Log onto Summit to sign up at <https://apps.ideallogic.com/>

1. American Ethnic Minority
2. LGBTQ
3. 1st Generation College Student
4. International Student
5. On Need-Based Financial Aid
6. Academically Less Prepared
7. Member of Religious and/or Spiritual Communities
8. Athlete
9. RA/Mentor (Bridge Programs, FYE, etc.)
10. Involved in Outdoor Education
11. Greek
12. Students with Disabilities
13. Non-Traditional Student
14. An Open Group for Anyone

You can also submit comments via e-mail, Summit, or you can contact any of the Action Team members listed below.

Please note that focus groups begin next week.

Thank you very much for your participation.

Sincerely,

Action Team on a Diverse & Inclusive Campus: Supporting Our Students

Our team discerned focus groups as the most effective way to survey experiences and recommendations; the intimate nature of focus groups, with 5-10 participants as the optimal number, allowed students the opportunity to engage more fully in the conversation. Additionally, most of the focus groups took place over meals, which also encouraged attendance and facilitated dialogue.

While a simple survey may have yielded more overall numbers of participants, we believe the depth and range of feedback provided to be invaluable; face-to-face interaction in small groups yielded quality rather than quantity.

Each member of our team served as a co-facilitator for these sessions and we authored the following questions:

- American Ethnic Minorities – Thamanna, Anna
- LGBTQ – Sarah, Thamanna
- 1st Gen – Habiba, Manya
- International – Habiba, Yuchen
- On Need-Based Financial Aid – Thamanna, Anna
- Academically Less Prepared – Re, Manya
- Religious and Spiritual Communities – Sarah, Yuchen
- Athletes – Anna, Greg
- RAs/Mentors (bridge, FYE) – Rochelle, Re
- Outdoor Ed – Roger, Jessie
- Greeks – Roger, Jessie
- Students with Disabilities – Manya, Re
- Non-Traditional – Roger, Habiba
- “Open” group – Greg, Rochelle

1. *What are some words that come to mind when you think of Colorado College in relation to diversity?*
2. *How would you describe the Colorado College campus community, in terms of equity and inclusion?*
3. *What are your thoughts on the quality of interaction between students and professors around issues of equity and diversity?*
4. *What are your thoughts on the quality of interaction between students and staff around issues of equity and diversity?*
5. *What are your thoughts on the content of the curriculum in terms of equity?*
6. *How can Colorado College provide opportunities for students from varying backgrounds to discuss sensitive issues of difference?*
7. *What else should we have asked/ any other thoughts?*

All participants received the questions/list of facilitators as a handout during the sessions and were invited to follow up with any member of the Action Team with further comments. Ground rules were set by the facilitators including respectful interaction and the assurance that although feedback would be reported, no individual student names would be attached to the comments.

In analyzing our collected data, we employed the NVivo software platform, at the suggestion of team member Sarah Hautzinger, who is familiar with the platform as it is highly used in our Anthropology and Sociology Departments. This software allowed us to enter our focus group notes and then discern some common themes and recommendations and view the frequency with which common themes occurred. A sub-group consisting of Sarah, Katie Puryear-Strempeke and Rochelle Mason coded themes and compared notes. The following is a summary of these themes as they relate to the questions posed, along with representative comments from students.

Findings:

1. *What are some words that come to mind when you think of Colorado College in relation to diversity?*

- Bridging diversity and inclusion gaps
 - “Doing a good job bridging the diversity gaps”
- CC diverse and inclusive positive communication
 - “CC does a good job of preaching equity and inclusive values”
- It’s beyond race
 - “Weak. Intangible. Not clear. But there *is* diversity. Once people open up you see it. Geographical (US) diversity is apparent- but that seems like a reach if we’re talking about diversity more broadly. Different kinds of diversity (race) are lacking. Socioeconomically, the population is mostly the same. Religious diversity, know that people are making an effort to be conscious because there are benefits to the community”
 - “When we talk about diversity, people think about black, brown, etc. but it’s more than that; it’s about how you have lived your life and we’ve all lived differently”
 - “LD [learning disabilities] is never discussed on campus as a form of diversity. Results in uninformed students”
 - “1st generation students are not included in discussions of diversity”
 - “Homogenous”
- Lack of Inclusiveness
 - “Eeny teeny, nonexistent. LGBTQ students are spread out”
 - “There is diversity, but no inclusiveness”
- Political Correctness
 - “‘Politically correct’ behavior is almost worse than racist”
 - “People are too politically correct all the time. They say, ‘if you don’t mind me asking’ – don’t say that, just ask! It’s way overdone and overly careful. Maybe they’re not as comfortable with their opinions. ‘I don’t want to offend’ – just ask!”
- Bias towards liberalism
 - “The average CC student won’t go to a BSU meeting, but the average CC student wouldn’t go to a Young Republicans meeting either. We need to help people be more collaborative”
 - “We’re really open to some things, but we’re not really tolerant of conservatives, even playing the Devil’s Advocate in class and presenting another viewpoint is still really hard”

- “Exclusion for those who are not as liberal”

2. *How would you describe the Colorado College campus community, in terms of equity and inclusion?*

- Build community among seniors/among seniors and underclass students
 - “I’m an Art History Major working on thesis projects; I should be talking to students in 100 level courses. Students should be presenting papers to underclass groups. I wish I knew more about what other seniors are doing”
- CC stereotype
 - “Liberal in the sense that CC students assume you’re all liberal, but that’s not always the case”
 - “If you are not from a white, upper-middle class family you do not necessarily belong here”
 - “Work Hard, Play Hard – I can’t believe this is actually on the CC website. I don’t know how I feel about this. There’s no such thing as laid back and relaxed at CC”
 - “There are stereotypes of the CC student; be outdoorsy, participate in a lot of things. If you’re not that type of person, it’s hard”
 - “Perception that everyone is rich and white”
- Cultural capital
 - “We need a workshop for students who need training on resources and interacting with authority figures; how to e-mail your faculty member. Maybe Career Center can do this?”
 - “Bridges [students in Bridge Programs] have trouble asking for help from staff; we’ve never been given the privilege to ask questions. They don’t come prepared with questions, so they don’t get a lot out of meetings with advisors and don’t use office hours”
- Culture undermined
 - “People saw me there and asked where I was from. I said Taiwan and they said it’s all the same. It’s not. People undermine your culture”
- Lack of diversity among groups
 - “I’m the only student here from my country”
 - “there are no butch lesbians visible”
 - “I’m the only one; I feel isolated as a human being”
- Lack of majority engagement
 - “BSU[Black Student Union] just did a program called, “Where is the Love?” it’s like if this doesn’t fit you, then you don’t come. If you don’t identify with the problem or the issue, you don’t listen. There were a “token” 5 people who came who are not a part of BSU
 - “It’s about majority engagement in terms of people who attend diversity events or don’t attend. How do you engage others who don’t see themselves as diverse”
- Lack of community

- “There’s really no school spirit here. We’re so diverse that we don’t really mesh”
- Self-segregation
 - Segregation of different groups especially among international students (Chinese vs other international)
- Socio-economic gaps/frustrations
 - “No resources for seniors who have no network”
 - “Frustrated by students who just graduated and hike for a year or travel, no padding to have when you have no real plan after college”
 - “Access is an issue – block breaks are a great opportunity, but socio-economic status is attached to that. Some students feel inferior or ignored”
 - “The socioeconomic diversity divide seems to be a bigger deal than other diversity gaps”
 - “Working on campus can be difficult because most students don’t understand the dependency on work (lack of time- while everyone is having fun- getting a job is extremely difficult, applied for 15 jobs”
 - “Institution makes you feel like you made the decision to be here and you should be able to afford to be here”
 - “Usually feel silenced in class in and around equity discussion in class-- just does not feel comfortable because being of the of the only high-need students is difficult”
 - Great feedback on free block break trips; students are embracing the idea of a “stay-cation”
- Authentic interactions
 - “The Basement of the GH; conversations organically occur. Although it doesn’t always happen at the institutional level, we still need to have institutional efforts in place to encourage authenticity and not tip-toeing around the issues”
 - “Most good diversity discussions happen outside the classroom – Rastall, res halls, student hang-out areas, etc.; non-structured student social spaces are important”
- Superficial and inauthentic interactions
 - “It can sometimes feel superficial; people who don’t get it acting like they get it, saying ‘check your privilege’ when we all have it, but it gets minimized – it’s a ‘privilege Olympics’”
 - “Sodexo workers don’t like these artificial interactions like this is the person who had to clean up the vomit”
- Things are getting better
 - “It is visibly clear that things are changing on campus, speaks to the priorities that admissions has”
 - “CC has an active interest in diversity and internationalism”
 - “Overall CC is a very open and inclusive place”
- Exclusion
 - “Language Houses and Bridge Programs have good intentions but create more barriers”
 - “Programs aren’t always exclusive, but students not involved in OMIS regular see them as such”

- Invisibility
 - “The fact that we’re all around [LGBTQ students] remains pretty invisible”
- Inclusive spaces
 - “Have spaces designated as communities to talk – like the CC Inn – channel that destructive energy. The Outdoor LLC should be in the CC Inn. Use the small houses and the CC Inn as places people go to talk about diversity”
 - “Spaces are inclusive because the people who occupy that space are inclusive”
- Relationship with Colorado Springs community
 - “More community involvement would be good – more CC/Community interactions. There’s no need to have an “angry” relationship; both sides mean well”
 - “Classes could be tied more to serve needs of the community (Community Based Learning)”
- Build greater community
 - “There are few times when the whole student body is gathered – Opening Convocation, Honors Convocation, first Mondays – we need to come together more as a community”
 - “Midnight Breakfast helps create community”

3. What are your thoughts on the quality of interaction between students and professors around issues of equity and diversity?

- Faculty inability to facilitate difficult conversations
 - “Professors who are inclusive are those who are approachable about difficult topics and who are teachers of diversity, access and inclusion”
 - “Faculty are NOT [emphatic vocal underscore] adequately educated on LD [learning disability] issues.”
 - “In the Bollywood class, some of it was hard for the professor. Queer readings of films are awesome; it was just another day of class. I came here to get somewhere more accepting and open, but I was almost more safe at home”
 - “The best professors make everybody share their difference, not just a few people. It also makes you reflect on your own culture and self”
 - “Even in philosophy courses or courses about race, there’s tiptoeing around and not really talking about this. We need to empower faculty and students alike and say this is not comfortable, but we need to talk about it”
 - “Culture of the professor, or class culture they foster, occasionally impacts whether students are comfortable or uncomfortable participating in discussion”
- Faculty perceptions
 - “A student was told that religious students are not as capable of critical thinking”
 - “If I was conservative, I’d be real quiet”
 - “In the classroom there seemed to be a real concern about students being “forced” to conform to the majority political philosophy – generally liberalism”
 - Suggested that professors’ notions that LD [learning disability] students are “entitled” cloud their ability to perceive LD students equitably

- “As a Learning Disability (LD) student, having to pre-identify to professors at the beginning of classes means saying “Hi. I’m different.” DS students are already labeled in the professors’ eyes. Definitely not a situation that encourages equity”
- “Student wonders ‘why do I not do as well in my male-led courses than female-led courses?’ Is it the lack of recognition?”
- Faculty have negative perceptions of athletes
- Positive interactions with faculty
 - “One of my professors went out of his way to make me feel comfortable and invited me to his house for Thanksgiving and even offered a place to stay for Winter Break. I’m so glad I chose CC”
 - Overall participants [LGBTQ students & Feminists] spoke highly of classes and professors, as providing a respite from homophobic or anti-feminist climates on campus.
 - “Most professors are supportive and inclusive”
 - “I was in a course where a professor would get our opinions on Hispanic culture. Prof. Mark Smith suggested I attend a summer course in Nepal since that’s my native culture to see how my culture is taught by others. I liked that he asked me to do that; some faculty know how to use diversity as an advantage”
 - “I’ve been fortunate to be in classes that have explored all types of ways of exploring a topic”
- Negative faculty interaction
 - “International students are not as used to the discussion-based classroom where students can disagree with their professors. The professors need to be aware of this”
 - “A professor asked a girl about her culture; kept asking her about Argentina even when it wasn’t relevant. Maybe she wasn’t uncomfortable with all of those questions, but I was”
 - “In certain classes where professors put their political views out there, it’s hard to challenge that”
 - “Mainly in science courses I experience that; now I’m in an English class where the professor uses examples of the N word and I wonder why does he keep using this example?”

4. What are your thoughts on the quality of interaction between students and staff around issues of equity and diversity?

- Negative interactions with staff
 - Issue of Gender-Neutral restrooms in residence halls; “The RA didn’t do anything about me not feeling supported; I really felt ostracized. Finally getting some counseling via Boettcher. Tried to talk to the RA several times; the RA finally went to the RLC, who was disappointed nothing was done before”
 - Staff member to a student: ‘why do you care, your parents are paying for your education’
 - “DS [Disability Services] should be an advocacy center, and it’s not”

- “Staff in service positions are ignored. Staff members have come to expect that and that’s sad.”
 - Positive interactions with staff
 - “Staff supplement well the discussions in the classroom”
 - “Staff in general work with students to make this community a home”
 - Positive feedback on Writing Center, OMIS, Chaplain’s Office, Residential Life
- 5. What are your thoughts on the content of the curriculum in terms of equity?**
- Americanized
 - “Even in the sciences there is bias of ‘this is how we do it in the US’, but what about the rest of the world?”
 - “Comparative Politics is mostly about US politics; we talked too much about Mitt Romney rather than Nigerian politics”
 - Half-block courses
 - “More ½ block courses would encourage a large group to stay and enjoy campus”
 - Importance of FYE (First-Year Experience)
 - FYE is an important time for the international students to understand the academic culture and resources.
 - FYEs can be a place where you feel out of place
 - FYE classes/NSO trips – offer great initial exposure early on to diversity
- 6. How can Colorado College provide opportunities for students from varying backgrounds to discuss sensitive issues of difference?**
- Anonymity required for authenticity
 - “We took anonymous surveys in class; people could really express unpopular opinions, but in public, everyone goes along”
 - Empower the discussion
 - “When it comes out of relationships and not class discussions – that’s when it’s authentic”
 - “When you share your own experience; ‘this is the privilege I come from.’”
 - “When it’s handled with the gravitas appropriate to the topic. Just like with mental health issues. It’s not just throwing around a beach ball”
 - “The Honor Code is addressed all the time; how can we implement diversity and inclusion in this regular manner”
 - “It could be on the syllabus and addressed and relevant in the course material. This would raise the validity of these issues – this is part of your CC education”
 - “Hard experiential diversity activities during NSO/WSO is really challenging and uncomfortable for students; however, really critical”
- 7. What else should we have asked/ any other thoughts?**
- Programming
 - Bridge programs struggle

- “Bridge seems to put a significant amount of weight on the mentors and students to be on direct contact and not feeling supported”
- “There’s no long-term support, just crash courses at the beginning”
- “There’s no buy-in with the school. The mentors tried really hard to integrate them [bridge students] to campus, but they were left on their own. The Deans didn’t meet with the students, no support from faculty; sometimes there are guest speakers who come for 1 meeting and then are gone”
- Inadequate diversity training
 - “In RA training we’re told to ‘think about diversity, but treat everyone the same way.’”
 - “Our policies are ‘one size fits all’ and that doesn’t recognize diversity”
 - “A lot of diversity training for RAs is a mess – even the OMIS training was not good – we did a beach ball exercise - you feel publicly uncomfortable”
 - “We don’t do any diversity training with FYE mentors; we need that sense of learning together with the students – they’re not going to listen to me lecture them”
 - “Consistency – there’s a lot of turn-over in terms of who does these trainings. We hit ‘re-set’ every year”
- Lack of job search assistance
 - “Career center not equipped to help with special needs of International students”
- OMIS does all the work
 - “OMIS groups don’t get to meet the administration. OMIS groups put on the events and the onus is on them, not the school”
- NSO (New Student Orientation)
 - More focus on international students; highlight them as leaders
 - “OMIS needs more sustained efforts like every night during NSO, the OMIS intern should be here to talk; more visible access to OMIS”
- ISO (International Student Orientation)
 - “American students should be included in ISO”
- Need for sustained, intentional efforts
 - “OMIS does a good job and the BADASS program [Bystander Intervention program: **Be Aware, Decide to Act, Say Something**], but do it more than just during NSO. Make the first year class come back together to talk about these issues again”
 - “Have a blockly round table meeting where any student can talk, voice opinions and express themselves, but make it consistent. Less academic in focus, more about building community life”
 - The faculty-student-staff GLBTQ potlucks we were having came up several times and students *begged* for these to be started up again

Recommendations:

1. **Continue offering free block break programming for students;** market more widely to increase participation. Costs this year were approximately \$1,500 per block or \$4,500 for activities after blocks 5-7. Based on \$1500 per block, estimates for next academic year are \$10,500 per year for activities after blocks 1-7.
 - a. The programming should be developed and sustained collaboratively between Campus Activities and The Butler Center, occasionally partnering with other offices on campus
 - b. Approximately 40-50 students have attended free block break activities, which were started 5th block break of this 2013-14 academic year as a collaboration between OMIS, the Sociology Dept., and Campus Activities. Events have included movie and restaurant outings, Taiko drumming in Manitou Springs, hiking the incline, and visits to local attractions such as the Cheyenne Mountain Zoo and Glen Eyrie castle.
2. **Develop and institutionalize a series of sustained dialogues** around issues of campus climate, community and inclusion, building on themes introduced in New Student Orientation (inclusion, bystander intervention, choices around substance use, etc.)
 - a. A blockly forum or round-table, possibly hosted jointly by CCSGA, faculty departments and offices
3. **Explore ways in which to build and sustain community among students, faculty, and staff**
 - a. Greater opportunities for casual, social interaction; perhaps Staff Council can work with faculty and student leaders to reinstitute the “mixers” that took place several years ago; do these consistently – once every other block
4. **Explore and develop a systemic approach to meaningful engagement for all members of the campus community around negotiating difference.** Staff Council and Faculty Executive Committee should be involved.
5. **Assess and interrogate new methods of support and training for Bridge Program mentors, FYE Mentors, RA’s, and other student leaders and peer mentors;** encourage collaborative training and engagement between these groups
6. **Establish a Peer Mentoring program** out of The Butler Center for all students. This would do a lot to situate the new Butler Center as a place of engagement and support for *all* students.
7. **Continue to assess the inclusion and effectiveness of orientation programs** for both international and domestic students.
8. The Career Center already offers an excellent array of experiences aimed at practical skills acquisition (interviewing skills, resume-writing, etc.) and has developed collaborative relationships with numerous academic departments. **The Center could develop additional targeted programming around issues of cultural capital** (interfacing with those in positions of authority; faculty, advisors, staff, etc.)

9. **Designate a certain number of First Mondays** to interrogate issues of inclusion and equity from multiple perspectives
10. **Include the Pledge of Respect** on all course syllabi and encourage faculty to discuss the pledge, just as the Honor Code is discussed. As one student stated in a focus groups, “It could be on the syllabus and addressed and relevant in the course material. This would raise the validity of these issues; this is part of your CC education”
11. **Develop and offer a Half Block course** which allows students to engage in dialogue about negotiating difference. This could be a credit or non-credit offering depending on the instructor/professor.

D. Compelling Strategies – Peer Institution Review

Although tasked with evaluating “best practices” at comparable institutions, our team determined that we would rather employ the language of “strategies” as this seemed a more accurate term.

We did not need to ‘re-invent the wheel’ as there had already been significant evaluation conducted as part of the Mellon visits and subsequent investigation by Roger Smith in his role as director of the Office of Minority and International Students. Roger headed a sub-group which also included Greg Capell and Habiba Vaghoo. They reviewed the collected materials, compiled a summary for the larger team and recommended those strategies they found most compelling.

Institutions reviewed:

Amherst College	Middlebury College
Carleton College	Trinity College
Colgate College	Wellesley College
Connecticut College	Williams College
Grinnell College	

Findings:

In our peer institutional review, we find that in many ways, we are “ahead of the curve” or “mid-stream” with regard to some critical efforts:

- We continue to interrogate and form a new model of discourse which does not rely solely on language of “diversity” and “multiculturalism” in our goal of true inclusivity. Connecticut, Middlebury, Amherst, Wellesley and others still employ the model and language of a senior diversity officer, Chief Diversity Office and special assistant to the president for diversity, Office of Intercultural Education, respectively.
- Williams, Grinnell, and Trinity participate in the QuestBridge program; Colorado College recently developed this partnership as well.
- Our new director of alumni relations, Anita Pariseau, has already been very productive in responding to concerns from and forming relationships with minority and alumni of color to

include the college taking the lead (rather than OMIS or the alumni themselves) to design targeted activities during Homecoming. Williams College boasts a strong minority alumni engagement network.

We find the following initiatives compelling. While Colorado College has initiatives similar to numbers 1-3, all of these have value for potentially enhancing, refining, or adding to our current programs:

1. Wellesley has a writing requirement and offers an optional year-long program for first-generation college students called Wellesley Plus that supports students and helps ensure the students' writing ability is up to par.
2. Colgate offers a unique Summer Institute program for incoming first years who qualify. At least three of the following four requirements must be met: underrepresented community, first-generation college attendee, high economic need, or high achiever in an under-resourced/ low-performing high school. This is a five-week intensive "gateway experience" for 30-45 incoming students. 91 percent of students who are admitted to this two credit summer program graduate from Colgate.
3. Williams has a cluster of course requirements titled "The Exploring Diversity Initiative." Rather than simply focus on the study of specific peoples, cultures, or regions of the world, in the past or present, courses fulfilling the requirement actively promote a self-conscious and critical engagement with diversity. They urge students to consider the operations of difference in the world and provide them with the tools to do so. The ultimate aim of the requirement is to lay the groundwork for a life-long engagement with the diverse cultures, societies, and histories of the United States and the rest of the world.
4. Middlebury offers a class that faculty can take on pedagogy around race and ethnicity during their J term.
5. Carleton has a Peer-Led Intergroup Dialogue program that is modeled after a program at the University of Michigan, Ann Arbor (not mandatory for students to take for graduation).
6. Williams has an Executive Alumni Committee charged to reach out to diverse populations while they're students to form a strong, diverse alumni population.
7. The Commons residential life system has been highly effective in promoting diverse communities at Middlebury. The system integrates academic experience with residential life.

Recommendations: Academic Support

As the proportion of underrepresented students, and graduates of under-resourced schools increases, we must:

1. Strengthen support for skill acquisition and academic development through Bridge (pre-arrival) programs and learning centers (quantitative reasoning, writing, ESL, etc.). This support needs to include both skill acquisition and development and advising (whole-person advising). It's a competitive necessity to think creatively about alternative forms of Bridge (pre-arrival) programs, and consider how we can design programs to enhance a variety of skills and opportunities and to avoid stigmatizing participants (sustained skill development through entire undergraduate experience).

Recommendations: Campus Climate

To enhance student success and satisfaction we must:

1. Create workshops and sessions for intergroup dialogue and common projects or events in New Student Orientation; providing follow-up programs for sophomores and subsequent classes (sustainability).
2. Structurally encourage existing student groups and organizations to foster intergroup events, activities and collaboration.
3. Ensure hospitable climates in classrooms and campus spaces and events:
 - o Opportunities for faculty to learn about students' experiences and perceptions, and gain access to practices and approaches to address problems that may arise because of lack of understanding, knowledge, awareness, and insensitivity (micro-aggressions).
 - o Enable the residential college system to promote identification, interaction, solidarity, and a social safety net among students (outside classroom residentially based diversity leadership models that can be sustained over four years).
 - o Take stronger measures to cultivate or encourage behaviors, characteristics, and lifestyles that transcend notions of a stereotypical CC student.

Recommendations: Integrative Learning and Scholarship

1. Expose ALL students to more culturally rich curriculum (systemic so every student is exposed - throughout four years). In turn, having a broader array of diverse curricular options will entice underrepresented students to enroll for compelling academic reasons based on academic offerings that engages their histories, voice, stories, and experiences (retention and brand equity).
2. Given that faculty of color are typically disproportionately engaged in interdisciplinary academic work (scholarship and teaching), we must increase the level of interdisciplinary curriculum development as a means of attracting and retaining more faculty/staff of color.

Finding: Visible Diversity Statement

In researching comparable institutions listed above, we quickly discovered that many of them do put issues of diversity, equity, and inclusion front and center on their website where the institutions' philosophy and values are easily accessible. A review of the Colorado College website reveals that the college does not have a visible, easily accessible, or well-crafted statement regarding our values around diversity and inclusion; one needs to type the word "diversity" into the quick search bar to access this statement at <http://www.coloradocollege.edu/lifeatcc/activities/diversity/>

Diversity at CC

The cross disciplinary perspective of a liberal-arts education offers unparalleled opportunities for intercultural engagement. Where personal interactions, in and outside of the classroom promote exposure to diverse social environments where students engage in dialogue about new ideas and complex issues. [Sentence fragment]. An academic and social environment where students become more adept at understanding multiple perspectives and more capable of

critical thinking in ways that enhance perspective, quality of life, and success in a diverse world of work and community. [Sentence fragment].

While this statement is a good start, we feel it is not enough; it is not well-constructed and the placement of the statement does not convey the gravity with which the college views these issues.

Recommendation:

Our action team chair, Rochelle Mason, worked with Human Resources Director Barbara Wilson, chair of the Diverse and Inclusive Campus Environment: Supporting Staff & Faculty team and Kristin Love of Advancement to craft new language which we deem more appropriately reflects the college’s values and directions. We owe credit to many of the institutions listed below, who employed engaging language which we borrowed or adapted to CC. The following statements were then vetted with each respective team.

Institutions reviewed:

IBM	University of New Mexico
Iowa State University	University of Oregon
Kansas State University	Utah State University
Lockheed Martin	Wake Forest University
Metropolitan State University of Denver	Washington State University
Montana State University	Xavier
Northrop Grumman	We also reviewed the following institutions
Occidental College	cited on the “2013 Honor Roll” in <i>The Chronicle</i>
Oklahoma State University	<i>of Higher Education</i> for their efforts in diversity:
Texas A&M University	Stanford University
Texas Tech University	University of Maryland-Baltimore
University of Arizona	County
University of Nevada, Reno	University of Michigan at Ann Arbor

Recommendation:

1. We recommend that the college adopt the following statements on diversity and values and add these statements to the CC homepage under the heading “Diversity and Inclusion at CC”:

DIVERSITY STATEMENT

The concept of diversity encompasses acceptance and respect. We celebrate and affirm the differences among people from all walks of life. The diverse world in which we live is a composite of many cultures, values, and ways of interacting with one another.

While our understanding of diversity is always evolving, we embrace a definition that includes age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity/expression, geographic location, language, military experience, parental status, political views, race, religion, sexual orientation, socioeconomic status, work and life experiences, and other characteristics. We acknowledge that categories of difference are not always fixed but also fluid, respect individual rights to self-identification, and recognize that no one culture is intrinsically superior to another.

A diverse student population is necessary for student development. However, the benefits of diversity are not automatic and do not simply occur from a diverse campus. Inclusion is “The active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographic) with which individuals might connect – in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.” (AAC&U, 2009)

VALUES

Our commitment to serve students and the campus community is built on the framework of our values as an inclusive environment that affirms the uniqueness and potential of individuals and that strives toward promoting equity for all persons. We practice mutual respect for qualities and experiences that are different from our own. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

We believe that creating a workplace that values diversity and fosters inclusion is pivotal to promoting innovation. We are committed to leveraging our institutional diversity through teamwork and cross-functional collaboration to help fulfill the mission of the college.

We envision a community that fosters the intellectual stimulation that occurs when diversity is central to a college campus, a community in which we are always challenged to be more tolerant and respectful and to develop a better understanding of our diverse world by learning from others. We are guided by the shared aspirations of equity, cultural competence, and engaged citizenship.

The same qualities that make Colorado College a great place to go to school make it a great place to work.

Diversity and inclusion create engagement. When diversity and inclusion are practiced, faculty, staff, and students demonstrate engagement by promoting the college, supporting the mission, and committing to do their best.

It is imperative to provide students an example of the world they will be called upon to lead. Our students must learn to respect others, appreciate and understand diversity, and value differences as positive keys to the academic, socio-political, and economic stability of this

country and the world. We want our students, faculty, and staff to possess the necessary attributes to understand and influence individuals, groups, organizations, and systems that are unlike their own.

Recommendation:

1. “Diversity and Inclusion at Colorado College” must be accessible directly from the homepage, inserted as a sub-category under one of the six banner headlines:

- The Basics
 - [Welcome to CC](#)
 - [The Block Plan](#)
 - [Our Campus](#)
 - [Offices & Services](#)
 - [After CC](#)
- Academics
 - [The Curriculum](#)
 - [Departments & Programs](#)
 - [Our Faculty](#)
 - [Outside the Classroom](#)
 - [Academic Resources](#)
- Life at CC
 - [Why It's Different](#)
 - [Student Activities](#)
 - [Sports & Recreation](#)
 - [Housing & Dining](#)
 - [Support Services](#)
- Admission & Aid
 - [Choosing Colorado College](#)
 - [The Application Process](#)
 - [Tuition & Fees](#)
 - [Financial Aid](#)
 - [Introduce Yourself!](#)
- News & Events
 - [Newsroom](#)
 - [Campus Calendar](#)
 - [Varsity Athletics](#)
 - [Publications](#)
 - [Submit Stories & Events](#)
- For Us
 - [Current Students](#)
 - [Faculty](#)
 - [Alumni](#)
 - [Staff](#)
 - [Parents](#)
 - [Our Future](#)
 - [Giving to CC](#)

The new sub-category seems best situated under the heading “Life at CC”. Preliminary discussions with IT indicate that the layout of the home page is not easily manipulated; we are locked into a template of six banner headlines with five sub-categories under each headline. Therefore, adding a “Diversity and Inclusion at Colorado College” sub-category requires a revision of the current sub-categories.

Recommendation:

1. We recommend that the college explore a revision of the CC homepage banner headlines and sub-categories to add “Diversity and Inclusion at Colorado College” under the headline of “Life at CC.” A review of the sub-categories above indicates “The Block Plan” and “Why It’s Different” are somewhat redundant and could be combined under the headline “The Basics.” This would then allow us to insert “Diversity and Inclusion at Colorado College” without having to reconfigure the overall template.

Finding: Pledge of Respect

Several institutions reflect the value of diversity and inclusion by asking members of their community — students, faculty, and staff alike – to read and affirm a pledge of respect.

Recommendation:

In some of our focus group sessions with students, they expressed the need and desire for the college to employ language around the importance of inclusion and respect on campus. As a student commented in a focus group, “The Honor Code is addressed all the time; how can we implement diversity and inclusion in this regular manner?”

1. We recommend that the college explore adopting the following for all students, faculty, and staff, not only as part of New Student Orientation or new staff orientation, but through a series of forums for students (perhaps led by CCSGA) and human resources:

THE COLORADO COLLEGE PLEDGE OF RESPECT

The Colorado College community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members of this community, we pledge our respect for the standards of the community and for the rights and well-being of all its members.

As a member of the Colorado College community, I pledge that:

- I will respect the dignity and essential worth of all individuals.
- I will promote a culture of respect throughout the college community.
- I will respect the privacy, property, and freedom of others.
- I will not tolerate bigotry, discrimination, violence, or intimidation of any kind.
- I will practice personal, professional, and academic integrity and expect it from others.
- I will promote the diversity of opinions, ideas, and backgrounds which are the lifeblood of the college.

The cross-disciplinary perspective of a Colorado College education offers unparalleled opportunities for engagement across difference. Our flexible and innovative nature allows for enhanced student engagement and a nimble response to student needs.

As we move forward, “Building on the Block” and evolving the vision and work of The Butler Center, we are strategically poised to create unique academic and social environments where students become more adept at understanding multiple perspectives; more capable of critical thinking in ways that enhance perspective, quality of life, and success in a diverse world of work and community.

Diverse and Inclusive Campus – Supporting our Students

2013-
2014

Our Action Team is pleased and honored that our collective skills and passions were called upon to gather critical information and offer constructive feedback which can further inform our forward momentum around a Diverse and Inclusive Campus: Supporting our Students.

Respectfully submitted,

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