

# Strategic Diversity Plan

## Washington College

Submitted to President Mike Sosulski  
on December 14, 2021

Prepared by the Washington College  
Committee on Diversity

Carese Bates, *Co-Chair and Director of Intercultural Affairs*

Carolyn Burton, *Director of Human Resources*

Esmeralda Chavez Jimenez '24, *Student Representative*

Evan Clayton, *Coordinator of Campus Recreation*

Sarah Conlin, *Assistant Professor of Psychology*

Alex Crabtree, *Disability Access Specialist*

Nicolas Garcia, *Assistant Professor of Sociology*

Nali Gowon '23, *Student Representative*

Mariama Keita '23, *Student Representative*

Rebeca Moreno-Orama, *Associate Dean for International Education*

Alisha Mosley, *Staff Representative*

Emerald Stacy, *Co-Chair and Assistant Professor of Mathematics*

# Table of Contents

<i>Strategic Diversity Plan 2021</i> .....	3
<i>Narrative Context</i> .....	8
<i>Washington College Diversity Statement</i> .....	11
<i>Email from Ahyana King, July 2016</i> .....	12
<i>“An Abbreviated Case for a Chief Diversity Officer,” Dr. Alisha Knight, July 2016</i> .....	16
<i>Letter to the Administration Regarding Sexual Assault on Campus, November 2019</i> .....	19
<i>A Letter of Grievances and Demands to Washington College, Washington College Black Student Union, March 2020</i> .....	23
<i>Proposal, Associate Dean of Diversity, Equity, and Inclusion</i> .....	34
<i>Job Description, Chief Diversity Officer</i> .....	38
<i>Call to Action, Washington College Black Student Union, December 2021</i> .....	43
<i>Letter of Intent Between the Black Student Union, Student Government Association, and Office of Student Affairs</i> .....	45
<i>“Think, Feel, Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach” (Teagle Report)</i> .....	49

## *Note to the Reader*

*In all supporting documentation and primary source material, original spelling and grammar has been retained. In addition, original highlighting in the Letter of Grievances and Demands to Washington College (March 2020) has been retained.*

# Strategic Diversity Plan 2021

**Goal 1: Establish the necessary administrative infrastructure for promoting inclusivity, diversity, equity, and accessibility.**

Action Step 1: Hire Chief Diversity Officer	Key Actor(s)	Accountable
Hire a Chief Diversity Officer <i>Metric: Hired and in place by start of Fall 2022.</i>	President	Board of Visitors and Governors
Action Step 2: Fully Staff the Intercultural Affairs Office		
Hire a Program Coordinator for Intercultural Affairs <i>Metric: Hired and in place by start of Fall 2022.</i>	President	President
Hire an Administrative Assistant for Intercultural Affairs. <i>Metric: Hired and in place by start of Fall 2022.</i>	President	President
Action Step 3: Advocates for students and staff		
EEO/Diversity advocate position in HR <i>Metric: Hired and in place by start of Fall 2022.</i>	Human Resources (Director)	President
Dedicated 504 Coordinator outside of Human Resources <i>Metric: Assigned by start of Fall 2022.</i>	Human Resources (Director)	President

**Goal 2: Work to make the campus culture, climate, and Mid-Shore community more inclusive.**

Action Step 1: Community engagement	Key Actor(s)	Accountable
Develop programming for underrepresented community members (ex: Diversity Week activities, bias programs, forums, etc.) <i>Metric: Increase programming by 10% annually</i>	Intercultural Affairs (Program Coordinator)	VP of Student Affairs
Create a cross-departmental initiative to engage with alumni from marginalized backgrounds to celebrate/elevate identity-based accomplishments. <i>Metric: Creation of alumni database and minimum of one campus visit per semester.</i>	Intercultural Affairs (Director), Alumni Relations, Career Center, Faculty	VP of Student Affairs, Provost
Create a cross-departmental initiative to engage with marginalized members of the Chestertown and Mid-Shore community <i>Metric: Creation of vendor, stakeholder, and/or community member database and minimum of one campus visit per semester</i>	Faculty, Student Events Board, Office of Student Engagement	VP of Student Affairs
Work with Chestertown community to make a more inclusive environment for people to live, work, and learn. <i>Metric: Seasonal report on outreach initiatives</i>	Chief Diversity Officer	President

Assess proportion of minority vendors and commit to annual increase of 10% <i>Metric: Annual assessment report and with goal of 10% growth</i>	Budget Office	Chief Diversity Officer
<b>Action Step 2: Training</b>		
Mandatory annual EVERFI training on Diversity, Inclusion, and Belonging for faculty, staff, and students. <i>Metric: 100% compliance.</i>	Faculty, staff, and students	Human Resources (Director), Provost
Implicit bias and active shooter training (ALICE) for Public Safety. <i>Metric: 100% compliance.</i>	Public Safety (Director)	Chief Diversity Officer
Annual evaluation of additional training tools to promote DEI <i>Metric: Annual evaluation complete.</i>	Student Affairs	Chief Diversity Officer
<b>Action Step 3: Reporting</b>		
Reporting incidents of bias and Title IX across campus community <i>Metric: Weekly reporting of alleged bias incidents and alleged Title IX violations.</i>	Intercultural Affairs (Director), Title IX Coordinator	VP of Student Affairs
Campus-wide communications to promote reporting of bias incidents, Title IX offenses to include emails and marketing materials <i>Metric: Communicate reporting procedures on a semester basis.</i>	Student Affairs	VP of Student Affairs
Campus-wide communication to promote supportive resources for mental health to include emails and marketing materials <i>Metric: Communicate reporting procedures on a semester basis.</i>	Counseling	VP of Student Affairs

**Goal 3: Support the well-being of all campus constituents.**

<b>Action Step 1: Mental health supports</b>	<b>Key Actor(s)</b>	<b>Accountable</b>
Coordinate implementation of Mental Health Working Group recommendations from April 2021 MHWG Report (including, but not limited to: comprehensive campaign to promote mental health supports, increase access and modes of counseling services, incorporate substance abuse and recovery offerings, etc.) <i>Metric: Biannual report on status and progress of each MHWG recommendation until full implementation reached</i>	Director of Counseling	Chief Diversity Officer
<b>Action Step 2: Mentorship</b>		
Create and support an identity-based mentorship program for students (ex: Mentor matches that align with life experiences of students) <i>Metric: Creation of database and provide access to all incoming students</i>	Admissions, Career Center, Intercultural Affairs, OAS	Chief Diversity Officer

Create and support an identity-based mentorship program for faculty (ex: Mentor matches that align with life experiences of faculty) <i>Metric: Creation of database and provide access to all incoming faculty</i>	Appointments, Tenure and Promotion	Provost
Create and support an identity-based mentorship program for staff (ex: Mentor matches that align with life experiences of staff) <i>Metric: Creation of database and provide access to all incoming staff</i>	Staff Council	Chief of Staff

**Goal 4: Provide curricular and professional development opportunities that support inclusive teaching.**

Action Step 1: Teaching and learning resources	Key Actor(s)	Accountable
Center for Teaching and Learning will develop resources and training for inclusive pedagogy and recognizing implicit bias <i>Metric: Programming implemented by Fall 2022.</i>	Advisory Board for CTL	Provost
Engage FYS director to assist and support instructors in diversifying their courses. <i>Metric: By Fall 2023, ensure that all FYS courses include readings from diverse voices.</i>	First Year Seminar Director	Provost
Offer Continuing Education Units for our professional staff and local community members. <i>Metric: Offer at least one CEU each year</i>	Faculty, Staff	Provost
Action Step 2: Course development		
Create (or adapt) courses that provide research and learning opportunities to work with minority-owned businesses, researchers, organizations, etc. <i>Metric: At least three such courses offered in AY 2022-2023</i>	Faculty members	Chief Diversity Officer
Develop, offer, and require courses with specific global component <i>Metric: Required for all students entered in AY 2023-2024</i>	IDEA Working Group	Provost

**Goal 5: Establish funding sources that support the needs of students, faculty, and staff.**

Action Step 1: Securing funding for merit-based need	Key Actor(s)	Accountable
Securing funding for merit-based need <i>Metric: Increase merit-based funding by 15% annually</i>	Advancement	VP of Enrollment
Supporting experiential learning (i.e., summer abroad and internships) <i>Metric: Increase funding for experiential learning opportunities by 15% annually</i>	Advancement	Global Education Office
Endow Washington Scholars <i>Metric: Complete by Fall 2023</i>	Advancement	VP of Enrollment

<b>Action Step 2: Essential needs for student success</b>		
Establish resources to meet the technological needs of students. <i>Metric: And additional \$25,000 per year, beginning in AY 2022-2023</i>	Miller Library, Education Technology	Provost
Establish resources to meet the nutritional needs of students, such as a “swipe donation” program. <i>Metric: A plan developed and implemented by Fall 2022</i>	Dining Services	VP of Student Affairs
Establish resources to meet the transportation needs of students. <i>Metric: A plan developed and implemented by Fall 2022</i>	Transportation Services, SGA	VP of Student Affairs
Sustainable budget for diversity support offices (IA, Mental Health, etc) <i>Metric: Each budget should be increased by \$50,000 per year, beginning with AY 2022-2023.</i>	Mental health Services, Intercultural Affairs	President

**Goal 6: Establish and enforce equitable policies, procedure, and practices.**

<b>Action Step 1: Recruitment, hiring, and retention</b>	<b>Key Actor(s)</b>	<b>Accountable</b>
Annual analysis of recruitments and retention of students from diverse backgrounds <i>Metric: Analysis completed and reported at the end of every Fall, beginning in Fall 2022.</i>	Institutional Research	Chief Diversity Officer
Annual analysis of recruitments and retention of faculty and staff from diverse backgrounds <i>Metric: Analysis completed and reported at the end of every Fall, beginning in Fall 2022.</i>	Institutional Research	Chief Diversity Officer
Diversity statement for senior staff, faculty, and student-facing staff as a hiring requirement in the application process <i>Metric: Complete by Fall 2022</i>	Human Resources	Chief Diversity Officer
Job postings will include statement about "fostering equity and inclusion in their job role" <i>Metric: Complete by end of Spring 2022</i>	Human Resources	Chief Diversity Officer
DEI training requirement on inclusive hiring for all search committee members. This training should be completed every other year. <i>Metric: Complete by Fall 2022</i>	Human Resources	Chief Diversity Officer
<b>Action Step 2: Communications</b>		
Develop procedure for translating public-facing materials into other languages <i>Metric: Complete by Fall 2022</i>	Admissions, Marketing	VP of Enrollment
Increase awareness and communication of policies through a centrally located hub that is accessible by all faculty, staff, and students. <i>Metric: Established by Fall 2022</i>	Director of Public & Media Relations	Chief of Staff

**Goal 7: Ensure that our facilities and promotional materials are accessible and equitable.**

<b>Action Step 1: Information access</b>	<b>Key Actor(s)</b>	<b>Accountable</b>
Multiple language admission material (electronic) <i>Metric: Complete by Fall 2022</i>	Admissions	Chief Diversity Officer
Ensure staff are informed of benefits and that work related barriers are removed (e.g., ensuring that staff can utilize the free tuition by giving them flexible schedules so they can take classes). <i>Metric: Policy adopted by Fall 2022, with communication from Human Resources reinforcing these benefits on a semester basis.</i>	Human Resources	Chief Diversity Officer
<b>Action Step 2: Accessibility of campus facilities</b>		
Annual accessibility audit (walkways, doorways, curb cuts, etc.) <i>Metric: Completed every Spring, so that needed work may be completed over the summer.</i>	Buildings and Grounds, 504 Coordinator	Chief Diversity Officer
Complete deferred maintenance on elevators, and provide curb cuts and clear signage for building and walkway access <i>Metric: Complete by Fall 2022</i>	Buildings and Grounds, 504 Coordinator	Chief Diversity Officer
Improve entrance accessibility through door assists, openers, ramp access, signage, and timing adjustments <i>Metric: Complete by Fall 2022</i>	Buildings and Grounds, 504 Coordinator	Chief Diversity Officer

**Goal 8: Encourage our students, faculty, and staff to engage in inclusive research, scholarship, and creative work.**

<b>Action Step 1: Create experiential research and projects with minority-owned businesses, researchers, organizations, etc.</b>	<b>Key Actor(s)</b>	<b>Accountable</b>
Establish referral network for collaborations, internship placement, and speaking engagements. <i>Metric: Established by Fall 2022</i>	Student Engagement, Career Center, Alumni Relations	Chief Diversity Officer
Solicit funding to support outreach, promotion, and development for experiential research efforts. <i>Metric: \$200,000 per year</i>	Advancement	Provost
<b>Action Step 2: Incorporate faculty contributions to DEI-related projects into scholarship reviewable by the Advisory Committee on Tenure and Promotion</b>		
Develop faculty plan for evaluating DEI projects through the Advisory Committee on Tenure and Promotion <i>Metric: Completed by Fall 2022</i>	Advisory Committee on Tenure and Promotion	Provost
Faculty will review and approve their plan for evaluating DEI projects through the Advisory Committee on Tenure and Promotion <i>Metric: Completed by Spring 2023</i>	Faculty members	Faculty Moderator

## Narrative Context

This document is intended to give the reader necessary context to understand the Washington College Strategic Diversity Plan, as submitted to the President in December 2021. It does not purport to be a full accounting of the history of inequality at the college, but rather highlights opportunities that the college has had in the past 10+ years to take action on building a more inclusive and equitable community.

Between 2009 and 2011, Washington College participated in a grant-funded project administered by the Teagle Foundation; the project was intended to provide insight into the then-current state of diversity and inclusion on the college campus. Included in the Teagle Report, among other sobering observations, were the findings that “[it] falls upon a few students who are minorities to educate other students,” “[there is a] degree of ambivalence or cynicism among students and staff regarding WAC’s commitment to diversity,” and “[there is a] perceived gap between statement and reality on campus.”<sup>1</sup>

In July 2016, then-Director of Intercultural Affairs Ahyana King sent an email to all Washington College faculty and staff, which read in part: “I can’t settle for a community [in which the administration tells students of color that] they will support them any way they can, when the opportunity to support them [is] to engage and treat us as the humans we are...if we wanted to matter, we would need to leave Washington College.”<sup>2</sup> This email was sent upon Ms. King’s departure from the college and followed the departures of several other faculty and staff members of color.

Also in July 2016, Dr. Alisha Knight argued in a report to the faculty that “[one] of the most important steps that Washington College can do to move its community forward and act on its commitment to maintaining a diverse and inclusive campus would be to hire a Chief Diversity Officer

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<sup>1</sup> Kilty, R., Schweitzer, K., and Shoge, R. (2012). *Think, feel, do: enhancing student engagement with diversity through a holistic assessment approach*. The Teagle Foundation Collaborative.

<sup>2</sup> A. King, personal communication, July 8, 2016.



(CDO).”<sup>3</sup> In her report, Dr. Knight included a list of our peer and aspirant institutions, all of which configured a CDO or its equivalent into their administrative structures.<sup>4</sup>

In 2018, the Washington College faculty voted to adopt the Diversity Statement as it currently stands. In this statement, the faculty committed to “fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus.”<sup>5</sup> However, words are different from actions, and no CDO was hired at this time, nor was a mandatory diversity training implemented campus-wide.

In November 2019, a grassroots call to action and petition for change surrounding issues of sexual assault and Title IX cases was issued by students to senior administrations in the form of an open letter. Among other proposed solutions, the letter called for increased transparency around sexual assault on campus, stating that “[it] is extremely difficult for female and LGBTQ+ students to hear second hand [*sic*] the news of an assault.”<sup>6</sup>

In March 2020, following several incidents of racist harassment on campus, the Washington College Black Student Union (BSU) released a Letter of Grievances and Demands directed at the college administration, which included a demand that the college hire a Chief Diversity and Inclusion Officer.<sup>7</sup> The Diversity Committee then submitted a proposal for the creation of an Associate Dean of Diversity, Equity, and Inclusion position. Interim President Wayne Powell subsequently created the position of Chief Diversity Officer, although there is currently no one serving in this role and the position is not being actively advertised.

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<sup>3</sup> Knight, A. (2016). *An abbreviated case for a Chief Diversity Officer*. Washington College.

<sup>4</sup> Ibid.

<sup>5</sup> *Diversity statement*. (2021). Washington College. Retrieved December 13, 2021, from [https://www.washcoll.edu/people\\_departments/offices/president/diversitystatement.php](https://www.washcoll.edu/people_departments/offices/president/diversitystatement.php).

<sup>6</sup> M. Jones, personal communication, November 25, 2019.

<sup>7</sup> Attor, F., Amponsah, A., Elmore, J., Gayle, C. et al. (2020). *A letter of grievances and demands to Washington College*.

In December 2021, shortly before the release of this document, the Washington College Black Student Union again issued a call to action, this time through a campus-wide email alleging that the BSU had been targeted by Washington College Public Safety officers.<sup>8</sup> Following a related protest and subsequent meeting with campus administration, Student Affairs released a campus-wide email committing to a healthier relationship between students of color and Public Safety, and reiterating, among other things, the college's need for a CDO.<sup>9</sup>

Again, we call the reader's attention to the fact that the preceding is not a comprehensive list of all incidents and communications related to inequality and social injustice at Washington College. We do hope, though, that it helps the reader put the Strategic Diversity Plan and its associated goals into the most recent context that Washington College has created surrounding diversity and inclusion in our community.

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<sup>8</sup> A. Webb, personal communication, December 3, 2021.

<sup>9</sup> Washington College Student Affairs, personal communication, December 10, 2021.

# Washington College Diversity Statement

We, the students, faculty, staff, and Board of Visitors and Governors of Washington College, welcome, invite, value, and support a diverse community of individuals. We strive to create a place where all can study, work, and thrive. We believe in the worth, dignity, and safety of human beings of all races, ethnicities, nationalities, gender identities and/or expressions, sexual orientations, socioeconomic statuses, cultural backgrounds, cognitive or physical abilities, emotional and behavioral characteristics, ages, and educational levels. In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical, and political beliefs, lifestyles, and ideologies.

We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus.

- We will empower all members to contribute ideas, ask questions, contest assumptions, and revise points of view through civil debate.
- We will confront and challenge attempts to dehumanize others through prejudiced attitudes, behaviors, and practices that exclude, demean, or marginalize any individual or group.
- We will encourage alumni, parents, visitors, guests, and the wider community to respect and embrace the values and behaviors that we embody.

Our promise is to cultivate a continuous desire and ability to understand and meaningfully engage with different perspectives and experiences, including those of historically underrepresented and marginalized groups. We seek to contribute to the full intellectual and emotional development of every person and to the enrichment of our local, regional, national, and global communities.

## Email from Ahyana King, July 2016

**From:** "Ahyana J. King" <[aking3@washcoll.edu](mailto:aking3@washcoll.edu)>

**Date:** July 8, 2016 at 9:05:42 AM EDT

**To:** "[faculty@list.washcoll.edu](mailto:faculty@list.washcoll.edu)" <[faculty@list.washcoll.edu](mailto:faculty@list.washcoll.edu)>, "[staff@list.washcoll.edu](mailto:staff@list.washcoll.edu)" <[staff@list.washcoll.edu](mailto:staff@list.washcoll.edu)>

**Subject:** [Faculty] Sometimes it's time to say Goodbye Washington College

Yesterday a group of student leaders drove an hour and a half to have lunch with me because they knew today was my last day as a Washington College staff member. They asked the same question I asked Human Resources "Why are all the Black administrative staff members leaving?" We talked for some time, and I can tell you they are angry and they know that the departures are not a coincidence (because contrary to some people's belief, the departures are not a coincidence).

The conversation shifted slightly to the current event of the day- the shooting of an unarmed unable to defend or pose a threat Black male by a White police officer in Louisiana. They were angry about that too. "Yeah, Black lives matter,' one of them said.

As I continued my day and sat to draft this letter a WAC colleague and friend reached out to also talk about and process the news of the shooting and the #BlackLivesMatter. My response to her question about watching the video was "No I didn't watch, I already know how the story ends. Not only in death but lack of justice. " What I didn't tell her was #Blacklivesmattersometimes.

**In my time at Washington College I have found the same to be true. Depending on who you are you matter- sometimes. Non White faculty, staff, and students matter sometimes. Non male identifying faculty, staff, and students matter sometimes. Non heterosexual identifying individuals matter sometimes. And if you are any combination of these you really matter sometimes. Before you disagree, ask yourself-**

## How else do we...

- launch diversity initiatives and never bother to talk to current students who share the same identities of the students being recruited?
- not talk with staff and faculty who share identities of historically underrepresented populations and not ask about campus climate?
- Completely ignore all the data that says retention of students of color in particular is connected to visibility and access to faculty and staff with whom they share a perceived identity?
- launch diversity initiatives (socio economic or otherwise) and only consult the Director of Intercultural Affairs, a woman of color only after the men on the project left (the lead on the project- a White male), The woman of color the only person of the four to actually have experience in a similar project.
- say “how about we’re not the school that increases diversity through a program like George’s Brigade?” Or “Be careful about those kids from Baltimore. They’re aggressive and might bring their street corner tactics.”
- let the defacing of school property with a racial slur go unaddressed?
- not have nor make a bias reporting processes for students, faculty, and staff a priority, readily accessible, and consistent in investigation and accountability?
- create a new staff orientation where all of the non White people are sat together (all of their name placards side by side and as we entered the room we were asked to sit where our name is)?
- sit in a room and make a suggestion that is dismissed and moments later repeated by her White counterpart and the idea “Makes sense. That makes a whole lot of sense. Will you work on that for me please?”
- does a campus lose their Black administrative staff members in one semester after expressing various forms of disregard

**and discrimination and senior staff members revel in their privilege of denial, brushing the resignations off as nothing more than coincidence and not at all willing to examine or take responsibility for a climate where people with historically marginalized identities matter- sometimes.**

- **do students of color walk up to a mass of students who aren't students of color on May day to hear them chanting aloud "Fuck Dr. Cole" and there is no accountability for those students or acknowledgement of how watching mass disrespect for a VP of color impacts the small student of color population unless those folks only matter sometimes.**

I don't listen to everything my father says, but I've always held on to his words to never settle. So I can't settle for a campus community where I, my colleagues, and students who are from underrepresented populations matter sometimes. Sometimes we are treated as knowledgeable professionals. Sometimes we are treated as worthy of the same pay increase as our counterparts who have less experience. Sometimes we are actually included as full members of the campus community and that's reflected in how we're spoken to, given opportunities to lead, and engaged as full partners in projects. I can't settle for a community where members are so disempowered and regularly share meetings where they are or their colleagues are or can be expected to be berated by their superior. I can't settle for a community who'd rather tell my the students who came to say farewell that they shouldn't be angry that I, Neisha Green, and Dr. Cole left as a coincidence and they will support them anyway they can when the opportunity to support them was to engage and treat us (their resources and sources if support) as the humans we are before any of us knew that if we wanted to matter would need to leave Washington College.

I've told many people that Washington College isn't for everyone and it's always been my politically correct canned response for at Washington College if you are from a historically underrepresented/marginalized population Washington College is not for you...not yet anyway. You will matter- sometimes (i.e. at open houses, certain recruitment weekends,

when brochures and website pictures need updating, sit on the diversity committee or be the SGA diversity chair, play a sport, etc.).

From someone who knows she matters every time and all the time and your former Director of Intercultural Affairs,

Ahyana King, MS

## “An Abbreviated Case for a Chief Diversity Officer,” Dr. Alisha Knight, July 2016

### **An Abbreviated Case for a Chief Diversity Officer**

Alisha Knight, Ph.D.

Associate Professor of English and American Studies

One of the most important steps that Washington College can do to move its community forward and act on its commitment to maintaining a diverse and inclusive campus would be to hire a **Chief Diversity Officer** (CDO). Many of the essential functions that are currently assigned to the Director of Intercultural Affairs would be performed more effectively at the senior staff level. As it stands, the Director of IA is responsible for providing leadership and services primarily for students, but a CDO would oversee the Director and would provide leadership *campus wide*, for students *and* WC employees. Furthermore, hiring a CDO at the senior staff level not only sends a powerful message to the entire campus about how important diversity is to this institution, but it also would empower the CDO to promote a change in WC’s culture without fear of retribution.

A CDO provides and coordinates “leadership for diversity issues institution-wide.” Unlike its “minority affairs” or “affirmative action officer” predecessors, CDOs leverage resources “to enhance the learning of *all* students,” while also promoting diversity and inclusion in the workplace. Please refer to the brief article by Damon Williams and Katrina Wade-Golden, “What is a Chief Diversity Officer?” for a concise summary of how the position has evolved since the 1970s, what the key roles of the CDO entail, and what qualities the ideal candidate should possess.

Following is a list of a few of our peer/aspirant liberal arts colleges that employ CDOs. This list is not comprehensive, but it is intended to briefly illustrate how this position has been configured at other liberal arts colleges.



<b>Institution Name</b>	<b>No. of Undergrad Students</b>	<b>CDO at Senior Staff Level?</b>	<b>CDO at Other Level?</b>
Bryn Mawr	1300 (Women's College)		Assistant Dean of the College for Diversity, Social Justice & Inclusion
Beloit	1208		Senior Director of Academic Diversity and Inclusiveness
College of Wooster	2058		Assistant Dean & Managing Director of the Center for Diversity and Inclusion
Dickinson	2370	VP for Institutional Initiatives/Chief Diversity Officer	
Franklin and Marshall	2249		Associate Dean of Multicultural Affairs
Gettysburg	2700	Chief Diversity Officer	
Goucher	1480		Assistant Dean of Students—Race, Equity & Identity
Loyola	4068	Associate VP for Faculty Affairs and Diversity	
McDaniel	1669		Director of the Office of Diversity and Multicultural Affairs
Swarthmore	1581		1. Associate Dean for Diversity, Inclusion

			and Community Development 2. Assistant Dean & Director of Black Cultural Center 3. Intercultural Center Director 4. Assistant Director of Intercultural Center
Ursinus	1650		Assistant Dean of Students/Director of Diversity & Inclusion
Williams	2191	VP for Institutional Diversity & Equity	

# Letter to the Administration Regarding Sexual Assault on Campus, November 2019

Dear President Landgraf, Ms. Sarah Tansits, and Dr. Candace Wannamaker,

It has come to the attention of a number of students on campus that there has been an increasingly large disconnect between the student body and the college administration regarding the issue of sexual assaults on campus. We are writing to you to address these concerns and to provide a student perspective on how we feel the Washington College administration can make meaningful changes to assuage these concerns.

## **Our Concerns**

1. We get the perception that all information provided to the student body about cases of sexual assault on campus have come through channels of either rumors or through articles in the student newspaper. It is our impression that there seems to be a lack of transparency and direct communication from the administration to Washington College students.
2. We recognize how important our campus policies are in protecting sexual assault survivors however, we believe it would be beneficial to the campus community if these policies were rewritten in a way that is more accessible to the students. We understand that there are requirements that must be followed regarding the legality of these policies and how they are presented. However, we propose that there be additional resources that clearly provide what services are available to students as well as what is covered under Title IX protocol.
3. We understand that teaching preventative strategies for sexual assault is difficult since it so closely aligns with the issue of “victim blaming.” However, we believe that just because it is hard to sensitively speak on these issues does not mean we should avoid them entirely. We believe that along with resources for survivors, both students in every

class level and staff should be aware of preventative measures, especially the clear definition of consent. We believe that focusing on bystander assistance, consent, and other preventative measures should be a priority to the school rather than solely providing resources regarding what to do *after* an assault happens. While providing resource information is vital, as students it sends the message that it is not a matter of *if* we will be assaulted during our time on campus, but *when* it will happen.

4. We would like to address the lack of services in the health center on campus. At the time of an assault, it is probable that the college's health service center will be closed. Addressing the 2019 Annual Security and Fire Safety Report, survivors are encouraged to seek medical attention as soon as possible. While there is the Chestertown Hospital across campus, it seems to us that it is a lot to ask of a student who has just been assaulted to wait in the hospital waiting room, especially when the Annual Report recommends not eating, drinking, bathing, using the restroom, or even changing clothes.
5. We are concerned with the current diversity among the public safety staff. When 1 in 5 women are sexually assaulted on a college campus, we believe it is crucial to have a larger number of female patrol officers on call. We would like to see patrol officers that understand the lives of students of color or students within the LGBTQ+ community as well. When a survivor calls public safety, they deserve to be comforted and heard, so diversity and representation among the patrolling officers; especially when a victim is describing such a difficult situation.

### **How We Feel You Have Addressed Our Issues**

As stated previously, we find that there is a lack of transparency between the campus community and the administration. We believe that if a sexual assault occurs, survivors should be heard, and students should be made aware. It is extremely difficult, especially for female and LGBTQ+ students to hear second hand the news of an assault. We would like to express to you that when an assault occurs and students are not being made aware of

it, we perceive that the administration is simply trying to hide it from us students. We want to be sure that our safety is your number one priority. We are not asking for details of the parties involved, just an acknowledgement that it happened so that the student body can be aware that there is a danger on campus. Also, it is important to let students know that assaults do happen, even on campuses as small as Washington College. This will increase the likelihood of bystanders intervening if they know that yes, assaults happen and yes, we need to look out for our fellow students.

### **Our Proposed Solutions**

1. Regarding the safety of students, we would like to propose a monthly servicing on all the call boxes and blue light stands around campus. Numerous fellow classmates have expressed doubt and worry about whether these boxes work and how quickly they elicit a response. Showing an increased effort to keep these maintained will increase the likelihood that students will use them if they are in a dangerous situation.
2. Increasing the number of counselors and nurses available at the health center or having a current counselor receive training in how to assist sexual assault victims or having a current nurse become a certified Sexual Assault Nurse Examiner (SANE). We also believe it may be beneficial to have a SANE be a member of the public safety staff so that there is someone to examine a survivor proceeding an incident. Additionally, we would like to see rape kits and examinations being added to the list of services that the health center provides.
3. The 2020 Freshman class received student ID cards that have information for suicide hotlines, the SARA hotline and other important telephone numbers. We propose that each upperclassman student be issued a new student ID card that has this same information.
4. Having a monthly discussion between students and Title IX coordinators and senior staff would be incredibly beneficial to the whole campus community. We believe having open and diverse

communication throughout the campus community will not only help students feel as though the administration takes our security seriously, but it will also decrease the stigma around discussing and reporting sexual assault.

5. It is a firm belief of ours that educating every class level is crucial to having an open discussion about this topic. As a Washington College family, we want to encourage one another to look out for each other. We want a sense of respect and dignity to flourish. Having talks that comprehensively detail what consent is, how to help a person in need, how to report or any other number of topics that allow for the continual discussion of how it is a conscious, campus-wide effort to eradicate the epidemic of sexual assault.

# A Letter of Grievances and Demands to Washington College, Washington College Black Student Union, March 2020

## *A Letter of Grievances and Demands to Washington College*

On Friday November 8, an email was sent notifying the campus about the cancellation of *The Foreigner*, an SCE directed thesis. The cancellation of this play raised tensions on campus. There were accusations of censorship from members of the Chestertown community, on campus, and greater off campus community. This play induced conversations as to what it means for a play to satirically depict the KKK on stage and in uniform, without considering the rather serious racial climate in Kent County, the eastern shore of Maryland, and the country that we find ourselves living in. The cancellation of this play led many members, especially students of Washington College to critically examine how a play in the works for about 23 months let such a big issue concerning racism and micro-aggression fall on a blind side.

On Monday November 11, at around 8 pm, two black students walking towards Reid, were verbally assaulted by passengers in a white pick-up truck calling them racial slurs. Rightfully scared for their lives, they both ran as quickly as they could into the nearby bushes and trees lining the intersection. This incident coupled with the wrestling of the idea of the play created a tense and an unsafe atmosphere for many students of color on campus. With no designated safe space to turn to, many of us gathered in clusters of friend groups, in the library, in Hodson Hall, and in each other's room with extreme fear of walking around campus alone. It should be noted that this incident was reported right away to Public Safety who told the students an investigation would be launched to find the perpetrators. No announcement of this incident was made to the campus. Students of color had to stand up to be advocates for their fellow students of color to warn them about walking alone at night on campus.

The days following this incident, students had to go to class and perform other academic duties in a constant state of panic, fear, and anxiety. Neither faculty, nor staff, nor students on campus were aware of the plight of their fellow members of this campus community.

On the evening of Friday November 22, two different groups of students of color were verbally assaulted yet again on campus. These two incidents incited a series of emails to the President, and other senior staff members as to why nothing was done to protect the welfare of students of color on this campus only for that to encourage another attack.

On Saturday November 23<sup>rd</sup> at 11 A.M., the first ever WAC alert about a racial incident was sent to the entire campus. Starting at 4:30pm, a meeting was held with a number of students of color on campus. In attendance was President Landgraf, Dean Feyerherm, Brandon McFayden, Dean Vassar, Amy Sine, Jean-Pierre Laurenceau-Medina, and Wendy Clarke. At this meeting, the administration promised concrete actions will be taken to ensure students safety on campus. One notable promise made, was the immediate issuing of a WAC alert if any hate and bias incident was to again take presence. An email from the president's office was sent out on Monday morning condemning these attacks.

On Tuesday November 26, two students spotted KKK carved into a tree outside the Kirby Stadium. The incident was reported to Public Safety.

On Sunday February 16, 2020 one student was racially assaulted on the street by Cullen. No WAC alert was sent out. An email was sent out on Monday February 17, 2020 through the Public Safety email handle to notify the campus of the incident hours after it happened.

On Thursday February 20, a white truck threatened a student walking from Minta Martin towards the cater walk by revving its engines in a probable attempt to hit her.

On Thursday February 20, at 10:00 P.M. to 2:00 A.M., many students of color gathered in a residential suite as a sign of no physical safe space to



turn to. At this gathering, frustrations poured to the lack of WAC alerts in both incidents which occurred in less than a week, and also the lack of security measures to ensure such perpetuations of hate do not occur on our campus.

Instead of working towards thesis deadlines, finishing up homework, studying for exams, and sleeping soundly like our fellow Washington College students, we were forced to chalk the campus, and plan for a protest the following day to make our voices and concerns heard.

On Friday February 21 at 3:15pm, students, alumni, and some community members marched down to Gibson Theater in an attempt to stand during convocation and kneel during the national anthem. This attempt was shut down as we were told that convocation will not start if we choose to stand.

As a marginalized students on campus, these racial incidents and actions increased conversations around our shared experiences. Amongst ourselves, we shook and shivered with surprise and fear as we heard each other's experiences dealing with micro-aggressions and racism on campus, from the classrooms or from our interactions with fellow members of the College community. These experiences range from being blatantly called the n-word, to calling the police on us because we forgot to swipe in, to being kicked away from social gatherings because of the color of our skin, to having to deal with condescending attitudes of faculty, staff, and fellow students on campus because we are not seen as deserving of an education at Washington College. For us, this is downright dehumanizing and racist because we deserve to be here just as everyone else and our safety should be of paramount concern to this college. We, as students of color continue to hear the narrative that the diversity of this campus keeps growing and that somehow the college has made tremendous progress towards substantial diversity over the last 5 to 10 years; however, we continue to battle the same issues that students of color fought for on this campus 2 decades ago. It is tiresome to us that the work that the alumni of color did before us were in vain. In fact, it is discouraging, because 10 years from today, other groups of students of color who are to grace this campus, may have to face the same racial issues that we are now facing. In

our respectable opinion, there is nothing to brag about our diversity if marginalized students here are made to feel inferior and excluded.

For most of us, we cherish and hold dearly the world class education coupled with unequivocal experiences and opportunities that Washington College has offered us. However, with our academic life on hold and or on decline, we have had to step up and be advocates for our concerns and safety on this campus. We relish at the hope that many more marginalized students will benefit from this great education, yet we cannot reconcile this fact with the non-inclusive environment of Washington College. With this letter of demands, we hope that future generations of students will not have to choose between advocacy for inclusion and their academics.

We are thereby requesting Washington College to create a safe and inclusive environment for all students. We thereby ask of these demands.

### 1. **Creation of a central and physical safe space.**

**FACT:** The only operable safe space on campus is in Caroline House which acts as the Black Cultural Center. This space can barely hold 10 or more persons at a time. There is no access to this building unless one is a resident of Caroline House.

**DEMAND:** We demand a bigger space which will cater to the various inter-cultural, diversity-oriented groups on campus. We want at least a prayer room, meeting spaces for inter-cultural groups and clubs, a bigger Black Cultural Center, and workspaces for inter-cultural ambassadors and student leaders for these various clubs.

**WHEN:** We expect this space to be fully furnished and in operation before the start of the Fall 2020 semester, **Monday August 31, 2020.**

**CHARGE:** We therefore charge the office of Student Affairs and the Intercultural Affairs Office in implementing these changes which must be approved by the standing Diversity Committee.

### 2. **Diversifying Courses**

**FACT:** Many students from Washington College graduate without having an in-depth in class discussion about race, micro-aggression, inclusivity, or bias behaviors.

**FACT:** Whenever a discussion of race comes up in class, it is expected for the one or two students of color to be at the forefront of the discussions.

**FACT:** A majority of faculty at Washington College, regardless of discipline, do not make efforts to diversify their courses in terms of context and material to promote inclusivity in classrooms.

**FACT:** Only students of color are burdened to navigate race relations on and off campus.

**FACT:** The classroom is the only space on campus that can be effectively designated to teach various students about race, micro-aggression, diversity, inclusivity, and biases.

**DEMAND:** We demand that faculty be given resources, trainings, and mandated requirements to diversify their courses.

We demand that resources and support are offered to the standing Diversity Committee as they navigate ways to integrate diversity into classrooms across all disciplines.

**WHEN:** We expect these changes to take place effective the **2020/20201 school year.**

**CHARGE:** We thereby charge all Academic Department Heads, the Office of the Provost, the Curriculum Committee, the Faculty Council, the Cromwell Center for Teaching and Learning, and the standing Diversity Committee.

### 3. **Diversity mandated trainings**

**FACT:** All first year students are required to undergo training for alcohol and sexual assault, yet this mandated session/training does not include micro-aggression and anti-bias awareness.

**FACT:** The dining hall staff called the police on two black students who had forgot to swipe in because they did not “look’ like students.

**FACT:** Some professors are not equipped to handle and mediate conversations around diversity in their classrooms.

**FACT:** Some professors ignore the opinions of students of color in their classroom discussions.

**FACT:** A diversity training for Washington College fraternities and sororities was based off a satirical representation of a tv show, 'The Office', in which the diversity training was offensive and repugnant.

**FACT:** At an off campus social gathering at an athletic house, black students were turned away and were told "no n-words allowed".

**DEMAND:** We demand that when hiring new staff and faculty, there should be a requirement to write a diversity statement. We demand for all faculty and staff to undergo routine mandated diversity training. We demand that the diversity and inclusivity training for Greek life and athletes be much more vigorous. We demand that microaggression and bias training be included in the mandated freshman orientation training sessions.

**WHEN:** We expect the hiring, requirement update to be made before the start of the Fall 2020 semester; August 31, 2020. The mandated microaggression and anti-bias training for first years, Greek life, athletes, faculty, staff should be in place and programmed into the Fall 2020 calendar and beyond.

**CHARGE:** We charge the Office of the First-Year Experience, Student Affairs, the Faculty Council, the Staff Council, the Office of the Provost, the office of Human Resources, the Office of Athletic Communication and Academic Affairs, the Panhellenic Council, the Inter-Fraternity Council, the Office of Student Engagement, and Intercultural Affairs to undertake the establishment of these demands.

#### 4. **Town Hall**

**FACT:** When the play was cancelled, many people associated it with censorship.

**FACT:** The KKK and its ideologies still exist today and are very active in Kent County.

**FACT:** Nothing about the historical and present-day ramifications of the KKK is funny.

**FACT:** Cancelling this play had nothing to do with censorship but instead because this play was portrayed through a blinded white lens

with no knowledge of the effect this play can have in a predominately white institution such as Washington College on the Eastern Shore.

**FACT:** No conversations or discussions have occurred since the cancellation of this play to identify why it is problematic and why it had to be cancelled

**DEMAND:** We demand that a town hall should be set up to discuss the issues surrounding the play.

**WHEN:** This town hall should take place in two parts. One before the end of the Spring 2020 semester, **Friday May 8, 2020** and the second one before fall break of the Fall 2020 semester, **Wednesday October 14, 2020**

**CHARGE:** We charge the senior staff members of the college, the Faculty Council, the Theater and Dance Department, the standing Diversity Committee, and the Student Government Association to plan and execute this town hall.

#### 5. **Hiring a Chief Diversity and Inclusion Officer**

**FACT:** The Washington College senior administration does not include a Chief Diversity Officer.

**FACT:** In every instance of bias and discrimination on campus, students have had to be advocates for their voices and concerns to be heard which negatively impacts their academics.

**FACT:** Students were asked to help in the crafting of an email to be sent out to parents and students on behalf of the college following the February 21 protest. This is a job of a Chief Diversity Officer.

**DEMAND:** The establishment of a Chief Diversity Officer position to help in the creating of resources to ensure a safe and inclusive environment for all students especially marginalized students.

**WHEN:** We expect this job to be made available before the start of the Fall 2020 semester, **Monday August 31, 2020.**

**CHARGE:** We charge the office of the President, the Provost, Student Affairs, Human Resources, Diversity Committee, Office of Admissions, the Chief of Staff, Intercultural Affairs, and the Board of Visitors and Governors.

#### 6. **Establishing security measures around campus**

**FACT:** We acknowledge the openness of our campus is to foster essential relationships and communications with the people of Ken County.

**FACT:** All drive by racial assault incidents that have occurred from the start of the 2019/2020 until today (March 2, 2020) have been perpetuated by residents of Kent County.

**FACT:** In instances where restraining orders have issued to these perpetrators of hate, there is no way of knowing if they come back on campus.

**FACT:** The camera and surveillance system of the college have not undergone any major upgrades or changes in the last 20 years.

**FACT:** Many small liberal arts colleges like Washington College implement checkpoint security measures on their campuses during the night.

**DEMAND:** We request the college to start the implementation of new and upgraded security cameras and lightening systems around campus. In addition, the administration should begin provisional measures to include checkpoints around the main campus entrances for specified time periods during the nights.

**WHEN:** Provisions should be established before the last day of the Spring 2020 semester, May 8, 2020, for the upgrades of security surveillance which will be in effect on the first day of the Fall 2020 semester, Monday August 31, 2020.

**CHARGE:** We charge the Department of Public Safety, the Office of the President, Student Affairs, Intercultural Affairs, the Chief of Staff, and the Board of Visitors and Governors.

#### 7. **Establishing a reliable & appropriate system for racial bias incident reports**

**FACT:** The current system only identified a bias or hate incident as “defacing signs with negative images or slurs, graffiti, or violent acts.”

**FACT:** Racial Bias incidents are handled in a subcommittee and not handled through the honor board

**FACT:** The only sanctions involving racial bias incidents are “education, community/ residential living dialogues, restorative justice etc.”

**FACT:** The Honor Code states that all members of the Washington College community commit to “healthy and respectful exchanges of ideas and acknowledgment that living in a community requires tolerance, compromise, and sensitivity to others. Civility is one of our core values. Students are expected to treat others with respect, dignity, and understanding; to establish appropriate personal boundaries; and to fit individual freedoms into the broader context of responsibility to the student community and to the values of the College.”

**FACT:** Honor code violation #8 - **Discrimination Based on a Protected Class:** Behavior that discriminates on the basis of race, sex, color, national or ethnic origin, age, religion, marital status, handicap or disability, sexual orientation, genetic information, or any other legally protected classification.

**DEMAND:** We request that students who are reported for racial bias incidents are directly referred to the honor board due to the violation of the social honor code.

**WHEN:** Provisions should be established before the start of the Fall 2020 Semester, **Monday August 31, 2020.**

**CHARGE:** We charge the Office of Student Affairs and The Office of the Provost to take the lead in facilitating these provisions with the collaboration of The Office of Intercultural Affairs and The Honor Board.

## 8. **Fostering meaningful and substantial race discussion on campus**

**FACT:** We understand the importance of the racial biased incident report in noticing the campus community of offensive actions perpetuated on campus.

**FACT:** The WAC alert does not do much in engaging students in serious and substantial discussion about racial issues on campus. Its

purpose is to simply inform of the community of the perpetuated actions.

**FACT:** After every racial biased incident have been sent out, we can observe the lack of concerns of the campus community regarding these issues.

**FACT:** The college cannot continue to argue that it is sincerely committed toward creating a safer campus community for all without creating the proper structure that would make students understand the importance of these issues.

**FACT:** It is important to note that all discussion regarding race, although widely advertise to the campus, always only involved the same students of color who are often the victims of these racial incidents.

**DEMAND:** We demand, that the Dean of Students, with the collaboration of every department chair create a structure where all Washington College students can semesterly have wide-campus discussion about the racial climate on campus, the racial history of the college, the racial issues that students of color face in their daily life at the College and to discuss the steps that we as a community can take together to truly transform this school into a more diverse, safer and emphatic campus environment.

**CHARGE:** We therefore charge the Provost, the Faculty Council, Dean of Students, Student Affairs, the Student Government Association, and the Cromwell Center for Teaching and Learning.

*Signed by*  
*Felicia Attor'20 SGA Secretary of Diversity and Inclusion*  
*Ama Amponsah '22 President of African Student Union*  
*Jocelyn Elmore'20 President of Black Student Union*  
*Calisa Gayle'20 Honor Board Chair*  
*Jiruwak Tolessa'20 President of Cleopatra's Sisters*  
*Destiny Harris'21 Executive Board Black Student Union*  
*Paris Mercier '20 Honor Board Panelist & Community Youth Mentor*  
*Ervens Jean-Pierre'20 Vice-President of the Black Student Union*  
*Jonah Nicholson '23 Secretary of BSU & Honor Board Panelist*  
*Sabrina Mendez'21 Executive Board Black Student Union*



*Kashmira Brown-Rochester'22 Executive Board Black Student Union*  
*Gaviota Del Mar Hernández Quiñones'20 Research Assistant*  
*Department of Political Science*

# Proposal, Associate Dean of Diversity, Equity, and Inclusion

## **Proposal for an Associate Dean of Diversity, Equity, and Inclusion**

As the Faculty Council has proposed changes to the organization and staffing of the Provost's office, the Diversity Committee urgently recommends creating an additional position: **Associate Dean of Diversity, Equity, and Inclusion**.

### Rationale

Washington College's lack of a Chief Diversity Officer (or equivalent) position is just one way in which we fall behind our peer/aspirant institutions, behind the times, and behind our own students.<sup>10</sup> The events of this year (both on our campus and nationally) clearly illustrate our need for stronger, broader, and more cohesive leadership in this area: In March, the Black Student Union and other campus groups issued a Letter of Demands in response to a series of racist incidents on campus and a general climate that marginalized and excluded our Black students. One of those demands was to hire a Chief Diversity Officer to do the advocacy work that students were being forced to shoulder themselves. Furthermore, recent global protests sparked by police violence against Black Americans have prompted institutions (including colleges and universities) to identify and begin the hard work of dismantling the racism that is built into their foundations. It is urgent that we respond—not just with words, but with action.

Although WC currently has some positions that focus on issues of diversity, we lack robust leadership in this area, particularly for faculty &

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<sup>10</sup> For information on CDO positions at our peer and aspirant institutions:

<https://washcoll.sharepoint.com/:w:/s/diversitycommittee2018/EfBoSqD1bi5tLzDc3pVK8gB99txf1L644FNy4X6bGy5qQ?e=mhJXeK>

For CDO salary data:

<https://washcoll.sharepoint.com/:w:/s/diversitycommittee2018/EXVH0y143k1Hjc3qhKNkVIMB4RzTKeRst1QUG1SjINDqfg?e=s03HCR>

staff. The Director of Intercultural Affairs is responsible for providing advocacy and services primarily for students; and the president's Diversity Liaison helps coordinate communications among the administration and the BVG; but we have nobody to provide leadership *campus-wide* for our students, faculty, staff, alumni, and the broader WC & Chestertown communities. This lack of leadership was made abundantly clear this past year, as one diversity issue after another fell through the cracks between various people's job descriptions, or got buried under piles of competing priorities. We urgently need an administrative position that would focus exclusively on these issues—providing accountability, guidance, and coordination among our various offices and constituencies, from student life and curriculum to faculty recruitment and strategic planning.

Creating a Dean-level position would not only incite long-overdue change in WC's culture; it would also send a powerful message to the entire campus about our values and goals as an institution. A Dean-level appointment is a compromise (the Diversity Committee continues to advocate for a permanent, full-time, VP-level position, supported by a dedicated endowment), but it marks a crucial first step—achievable within our current budget crisis—toward building a more inclusive and equitable campus.

Diversity, equity, and inclusion work must and is happening in all domains of the college, and we need a senior-level administrator to coordinate these efforts into a comprehensive, campus-wide agenda.

In alignment with the document circulated by Faculty Council, the Diversity Committee offers the following proposed job outline:

## **Associate Dean of Diversity, Equity, and Inclusion**

### Position Responsibilities:

- Coordinate campus-wide efforts to create a safe, equitable, and inclusive environment for all students, faculty, and staff.
- Coordinate the work of DE&I-related groups, including the Office of Intercultural Affairs, Diversity Liaison, Diversity Committee, and the Office of Disability Services.
- Develop and guide the implementation of a campus-wide Strategic Plan for Diversity, Equity, and Inclusion.
- Collaborate with other offices and constituencies to enact, reinforce, and continually update the college's Diversity Statement.
- Coordinate and improve bias response protocols, in collaboration with the offices of Intercultural Affairs, Student Affairs, and Human Resources, as well as the ADA 504 Coordinator and Title IX Officer.
- Regularly solicit feedback from students, faculty, and staff via a yearly campus climate survey, open town halls, and/or other measures.
- Serve as the Faculty Affirmative Action Officer, including working with hiring committees, Department Chairs, and the Appointments Committee to provide training, vet job postings, and otherwise work to minimize structural and unconscious bias in faculty hiring.
- Consult with and assist the Admissions Office regarding DE&I issues related to student recruitment.
- Ensure that our diversity, equity, and inclusion goals are supported in budgetary and programmatic decisions.
- Secure funding for DE&I initiatives through internal budgeting, external grants, and Advancement campaigns.
- Coordinate diversity-related events, including but not limited to: MLK Day of Service, Community Unity Day, Heritage Months, etc.

- Plan diversity & inclusion trainings (and other educational/professional initiatives) for faculty, staff, board members, and students.
- Respond quickly and effectively to urgent DE&I-related community concerns.
- Lead collective efforts to bring our institution into alignment with our stated goals and values with respect to diversity, equity, and inclusion.
- Partner with College Relations & Marketing to communicate DE&I initiatives and messages across and beyond our campus.
- Measure, track and assess the effectiveness of DE&I initiatives, report progress, and identify key areas for diversity development.

### Implementation

In alignment with the other proposed Associate Dean positions, this position would report to the Provost and Dean. It would feature a 3-year term, carry a 1-1 teaching load (if filled by a faculty member), and be compensated with a \$6,000 stipend.

This position could be filled by a current faculty or staff member with significant knowledge and experience in social justice advocacy and intercultural affairs. The ideal candidate would also have engaged in research, publication, and continuing education on these topics.

The Dean for Diversity, Equity, and Inclusion could be appointed to start as early as August 2020. This position would be appointed by the Dean and Provost, pending approval by the Faculty Council.

# Job Description, Chief Diversity Officer

## **JOB SUMMARY**

Under the direction of the College President, the Chief Diversity Officer leads the development and implementation of proactive diversity, equity and inclusion initiatives in support of the College's strategic plan to create a learning and working environment where all have an opportunity to succeed. The Chief Diversity Officer is a senior-level management position reporting directly to the President.

The Chief Diversity Officer champions the importance and value of a diverse and inclusive college environment by:

- leading the development of a vision and effective strategy to grow our culture with respect to equity, diversity, and inclusion
- creating and leading execution of college-wide diversity and inclusion programs
- actively engaging students, faculty, and staff to further behaviors, attitudes, and policies that support diversity, equity, and inclusion
- supporting, through strategizing, training, and ensuring regulatory compliance, the advancement of equality, diversity and inclusion in our current recruitment and retention of students and employees
- collaborating with College stakeholders to assess potential barriers and develop strategies to recruit and retain a diverse workforce in support of a diverse student body in the 21<sup>st</sup> century

## **DUTIES AND RESPONSIBILITIES**

1. Leads the College in creating and implementing strategic initiatives around a strong, consistent and evolving culture for equity, diversity, and inclusion.
  - a. Guides and advises President and executive officers on diversity, equity, inclusion and affirmative action matters.
  - b. Collaborates with campus departments and constituents (academic and co-curricular) to create, implement and monitor programs designed to make the curricular and co-curricular experience more robust, diverse and inclusive

- c. Establishes and maintains an effective measurement and reporting system for related College programs, assessing and monitoring program effectiveness and communicating progress to various constituencies.
2. Promotes College commitment to a climate of equity, diversity, and inclusion through interaction with the Board of Visitors and Governors, senior staff, employees, students and the community.
  - a. In collaboration with the Director of Intercultural Affairs, supports student organizations focused on fostering inclusion and celebrating diversity, ensuring clubs have advisors, resources and guidance
  - b. Is the leader of the Diversity Committee (*would require a change to the Faculty Handbook*) comprising faculty, staff and students
  - c. Facilitates engagement with national, state and local organizations/chapters that support and promote diversity, equity and inclusion on our campus and in our local community
  - d. *Serves on the Planning Committee? – to ensure DEI is integrated into larger planning?*
3. Provides strategic direction for training and educational initiatives, in collaboration with the Director of Intercultural Affairs and Human Resources, on cultural competency, gender differences, disability, sexual harassment, building a climate of equity and inclusion, and other topics designed to increase awareness and support of equity and inclusion values, and maintaining compliance with applicable laws in collaboration with College constituent groups and individuals.
  - a. May conduct climate surveys, analyzing results and making recommendations for actions and updates to strategic plans and programs/initiatives.
4. Oversees Title IX and Section 504 efforts at the College, including investigations as a result of claims of discrimination, harassment, assault, and other complaints filed by students, faculty, staff and administrators. Ensures investigatory process, notification, reporting, and documentation complies with Federal regulations and statutes.
  - a. Serves as the central resource for student, faculty, staff and the College community on issues related to protected class discrimination, harassment and Title IX.

- b. Oversees the College’s efforts to support students and employees with disabilities in compliance with Section 504 and the ADA and related regulations.
  - c. Gathers, researches, analyzes and reports data in order to meet federal and state requirements
  - d. Provides analysis of legislation and regulations related to equity, diversity and inclusion, and makes recommendations to leadership on College policy and practice.
- 5. Directs the work of Equity, Inclusion and Diversity team (Director of Intercultural Affairs, Diversity Liaison (?), and Title IX Coordinator).
  - a. *Human Resources could also report up through this VP*
  - b. *Institutional Research could also report up through this VP*
  - c. *Global Education could also report up through this VP*
  - d. *Office of Academic Skills could also report up through this VP (section 504)*
- 6. Manages the department budget, including developing budget proposals, justifying expenses and monitoring accounts.
  - a. Partners with the Advancement Office regarding funding through grants in support of related initiatives and programs.
- 7. Performs other related duties as assigned.

**QUALIFICATIONS -- EDUCATION AND EXPERIENCE:**

A Master’s degree in social justice, post-secondary education, sociology, social anthropology, public administration, human resource management or other related field. A Bachelor’s degree with the subsequent successful completion of a diversity & equity certification or extensive experience may be considered.

6-8 years’ experience advancing diversity, equity, and inclusion in a complex organization, including at least 2 years of management/supervisory experience.

**QUALIFICATIONS – DEMONSTRATED KNOWLEDGE, SKILLS, AND ABILITIES:**

- Cultural competency and previous work with individuals and communities with diverse backgrounds and experiences



- Advanced theories and principles, and best practices, related to equity, inclusion and diversity
  - Understand, be sensitive to, and respect the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disabilities, sexual orientation, and gender expression, of students, faculty, administrators, and staff
- Conflict resolution and mediation methods and skill with collaboration and consensus building. Must have demonstrated success with:
  - Managing change and sensitive, complex and/or culturally difficult topics
  - Diffusing and re-directing anger; decreasing discord; establishing or restoring a collaborative atmosphere.
  - Maintaining a professional demeanor during emotionally charged, difficult, or high pressure situations
  - Creating and maintaining cooperative teams across groups in the absence of organizational authority
- Policy and procedure development and administration principles and practices within a higher education environment, including but not limited to:
  - 1964 Civil Rights Act and 1991 Civil Rights Act
  - the Americans with Disabilities Act (as amended) and Section 504
  - Title IX of the Education Amendments of 1972 and the Violence Against Women Act of 1994
  - Section 504 of the Rehabilitation Act of 1973 (as amended)
  - Affirmative Action, Equal Employment Opportunity, and other applicable employment laws prohibiting discrimination
  - Other applicable local, state and federal laws, codes, rules, and regulations
- Leadership and managerial principles
  - Providing strategic leadership
  - Leading and supervising staff
- Program management and development principles
  - Developing, administering, and managing budgets
  - Training methods and best practices

- Analyzing and making informed and viable recommendations on complex management and administrative issues, including identifying alternative solutions, projecting consequences of proposed actions, and making recommendations in support of goals
  - Planning, implementing, improving, and evaluating programs, policies, and procedures
  - Evaluating research to identify potential solutions, resolve problems, or provide information
  - Planning, analyzing, and evaluating programs and services, operational needs, and fiscal constraints
  - Analyzing and developing policies and procedures
- Communicating effectively through oral and written mediums, including speaking in public.
- Managing multiple priorities simultaneously
- Utilizing computer technology for communication, data gathering, analysis and reporting activities

# Call to Action, Washington College Black Student Union, December 2021

**Friday December 3<sup>rd</sup>, 2021**

**Subject:** SINCE WASHINGTON COLLEGE REFUSES TO APPROVE BSU EMAIL

Hello Washington College Community,

The BSU has reached our limit. Time and time again we have expressed our concerns and our issues with Washington College systems in place. We have emailed, called, and protested on numerous occasions. We have gone unheard. We are ending this pattern and taking action.

On December 2nd, the BSU invited the Mayor of Chestertown to attend our meeting and have a conversation. Two Public Safety Officers were sent and sat in the back to babysit the meeting despite the fact that the SGA held a similar meeting with the Mayor two weeks earlier and they were not present.

This isn't the first time PS has been present at our events this semester or in years past. We have seen and heard of no similar treatment of any other club or organization on this campus. Despite our communications, we have been met with excuse after excuse after invalidation after invalidation. We feel like we have been targeted and will not continue to sit by while no action has been taken.

The BSU E-Board has sent the following terms to Director of Public Safety Pamela Hoffman, Director of Athletics Thaddeus Moore, Vice President of Student Affairs Sarah Feyerherm, and the President's Office:

**We have reached a point where we are tired of repeating ourselves and would like to see action taken. From this point forward, the BSU wants to be treated like other clubs and organizations on the campus are, and would no longer like to see Public Safety Officers at our events or meetings of any kind unless specifically requested or called. Otherwise, we want other clubs and organizations to be treated as we are. Public Safety will be tagged in and attend their events/meetings for the duration it goes on.**

We would like to meet with the Director of Public Safety, Pamela Hoffman, and others who could assist in this matter including senior administrators, faculty, and staff to discuss the reasoning for why this has happened and put forward actionable steps towards making sure this doesn't happen again. In this meeting, we want to figure out ways to ensure we can hold Public Safety accountable in the future should another situation again happen like this. After the meeting has concluded, we would like in writing, either by email, written letter, or both, that states what we talked about in the meeting, the action steps we put forward, and a clear statement of how we hold Public Safety accountable in the future. At the bottom of this letter, should include the signed names of all who attended this meeting with the Director of Public Safety's, Pamela Hoffman, signature first.

Since we are still being ignored and the school is dragging its feet for approval, please forward this email and follow the @wacbsu on Instagram for real-time updates.

We look forward to updating you all as time goes on.

Respectfully,

Black Student Union

# Letter of Intent Between the Black Student Union, Student Government Association, and Office of Student Affairs

## **Letter of Intent Between the Black Student Union, Student Government Association, and Office of Student Affairs December 6<sup>th</sup>, 2021**

### **Overview of the joint meeting that took place on December 6<sup>th</sup>, 2021**

- Members present at this meeting: Sarah Feyerherm (VP of Student Affairs), Pam Hoffmann (Director of Public Safety), Thad Moore (Director of Athletics and Supervisor of the Department of Public Safety), Tricia Biles (Assistant Dean for Student Engagement and Success), Carese Bates (Director of Intercultural Affairs), Erneatka Webster (Associate Director of Financial Aid and BSU Advisor), Jonah Nicholson (BSU President), Asia Webb (BSU Secretary), Kat DeSantis (SGA President), Nali Gowon (SGA Secretary of Diversity and Inclusion), Maegan White (SGA Secretary of Service and Community Relations), Kamden Richardson (SGA Secretary of Student Life), and Stephen Hook (Public Safety Student Liaison)
- Reasons for meeting:
  - Two Public Safety Officers attended the Black Student Union meeting with the Chestertown Mayor on December 2<sup>nd</sup>, 2021. The officers asked the Director of Public Safety if they could attend because they wanted to listen to the discussion in the wake of recent student concerns that PS officers were not developing positive relationships with students. The officers remained in the back of Litrenta and observed without engaging in discussion. When asked why they were present, they shared they were “on duty.” For the members of BSU who were present, this was intimidating, and they felt that their event was targeted, as it has not been a practice of officers to

attend other club/student organizations meetings in this fashion unannounced.

- BSU members wanted to revisit the 2020 List of Demands and the demands that have still not been met. These demands included improved campus safety measures, hiring a Chief Diversity Officer, mandated diversity and bias training for all members of campus, among others. The students present stated that they feel that some of these demands have fallen to the wayside because of a lack of prioritization from the college administration.

### **Immediate Solutions Agreed-Upon by All Parties**

- Public Safety officers will not attend student-led meetings and events, particularly the Black Student Union events/meetings, without seeking explicit invitation from the students in charge of the meeting/event. Public Safety officers are visible authority figures on campus whose presence for some members of the community can trigger distrust or even fear. In that light, it was agreed that officers must exercise greater thoughtfulness and discretion when attending events, with an awareness of how they are perceived in their interactions with students and all members of our community.
  - Note: Public Safety officers, as part of their routine work in keeping campus safe, will continue to do rounds and patrol around campus buildings, and will be encouraged to greet and briefly engage with students. Their attendance may also be required at certain events depending on the number of people present, the location at which the event is taking place, or other unique situations, but this would be requested or communicated ahead of the event.
- Public Safety officers will undergo annual diversity and bias training. Officers will be expected to treat members of the Washington College community equally, and as is the case with any member of our community, if they are involved in a bias incident, will be held accountable through existing College employment processes.
- Public Safety officers will check Campus Groups, social media, and the College calendar to attend and participate in events, with the

intention of building relationships with students. Acknowledging their presence as authority figures, they will make a point to talk with students and ensure that students are comfortable with their participation.

- Public Safety officers will make a greater effort to engage with students in casual, informal settings. This could occur in the dining hall, while on foot patrol around campus, in academic buildings, and in student-public safety sponsored events.
- The process and criteria involved in the moderation/approvals of emails sent to the Washington College listservs (students, faculty, and staff) will be clarified and publicized. Students should be involved in the development of this policy and process with the goal of publishing this information to the campus community early in the Spring Semester. This will support student voices when sending statements, updates, and information to the campus.

### **Discussion of Continued Work from the 2020 List of Demands and 2021 Updated Demands**

- Prioritizing the establishment of a Chief Diversity Officer. The position supports diversity and inclusion efforts in all aspects of campus life, particularly in academic programming, but also supports a broad range of diversity efforts, creating resources to ensure a safe and inclusive environment for all students. Establishing a CDO would provide a stronger network of support for the Director of Intercultural affairs, who is currently the only full-time staff member on campus with direct responsibilities for diversity, equity, and inclusion efforts.
- Continued improvement of the quality, the number, and the placement of security cameras around campus. The addition of high-definition cameras at two key areas on campus was an important step in the wake of the 2020 List of Demands and the College continues to resource upgrades to existing cameras. But these upgrades and continued resourcing to this area is critical to holding individuals accountable and ensuring student confidence in the bias reporting system.

- Ensuring adequate lighting around campus is a key measure in making sure students feel safe walking around in the dark and ensuring the cameras have an accurate picture of incidents that may transpire. It is also helpful for drivers who have a better view of pedestrians. \_
- Notification of the campus community (via both emails and WAC alerts) in the case of a bias-related safety concern is an essential aspect to ensuring students and other campus community members feel safe and supported physically and emotionally.\_
- Maintaining and continuing to resource the Intercultural Center in Minta Martin to ensure safe spaces are available and accessible in the case of a bias-related safety incident or other times when having a safe space is important in guaranteeing students have a secure place to congregate.



# “Think, Feel, Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach” (Teagle Report)

## **Teagle Foundation Collaborative Efforts in Value-Added Assessment of Student Learning**

### **“Think, Feel, Do: Enhancing Student Engagement with Diversity through a Holistic Assessment Approach”**

Goucher College, McDaniel College, Ursinus College, Washington College, and Washington & Jefferson College

#### **Report Prepared by:**

Ryan Kelty, Kenneth Schweitzer, Ruth Shoge (April, 2012)

#### **The Grant: 2009 - 2011**

The Teagle Foundation Collaborative of five colleges was awarded a \$300,000 grant to implement a three-year project on improving student learning and engagement through the assessment and enhancement of diversity initiatives inside and outside the classroom. The five colleges, Goucher, McDaniel, Ursinus, Washington, and Washington & Jefferson, all small liberal arts institutions, experienced similar challenges in diversifying their population as well as their curricular and co-curricular activities. Participation in the collaborative would encourage and foster empirical discovery through the engagement and assessment ways to create a more diverse and enriched Campus environment. The process would lead to the development of an assessment model that could be replicated by other colleges.

#### **Focus of the grant:**

The ultimate goal of this project was to better understand and better implement diversity initiatives inside and outside of the classroom that would enhance our students’ ability to succeed in an increasingly interdependent world. Hence, the collaborative focused on four areas critical to multicultural education:

- access and equity,
- formal and informal curriculum,
- campus climate,
- and student learning and development.

### **The Assessment Plan:**

The assessment plan used quantitative and qualitative data from faculty, students, and staff to assess the effects of our diversity efforts in the four areas listed above.

#### *Data Gathering:*

##### Quantitative

- NSSE. In addition to the standard questions, 15 new questions on diversity were added by the consortium. Themes and follow-up questions were developed and pursued by campus visits.
- Institutional-collected data (diversity courses, activities, events, etc.)
- Institutional structural indicators/data

##### Qualitative

- “Visiting Teams.” The visiting teams comprised 4-7 faculty, staff, and students, who were trained in ethnographic techniques to best engage the campus community in dialogue through focus groups and interviews. The visiting teams made recommendations for changes based on their observations of campus dynamics and conversations. Each Campus had 2 visits, and at the end of each, the visiting team provided a detailed report of their findings and recommendations. The goal was to implement small changes starting in the first year followed by assessment within the timeframe of the grant, with the aim of building upon them to create future, larger changes that could be translated to other liberal arts colleges.

- Teagle Diversity Fellows, cohorts of student researchers, conducted research in diversity issues during the summer under the mentorship of faculty.

Through this project, we sought to find a better way of connecting the stated mission of each college and its lived mission, the experiences of students and their perceptions of those experiences, the academic curriculum and the programming fundamental to a residential liberal arts college, and the goals and efforts of faculty and staff. WC chose to apply the Teagle engagement and assessment model to the issue of diversity not only because of its centrality to the colleges' mission, but also because improving students' understanding of and experience with those who are different from them will lead to more effective connections that will transform their lives.

Table 1. Washington College 2009 NSSE Data Comparisons

	Question	Washington College	TDC <sup>1</sup>	WC Peers <sup>2</sup>
1.e.	Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.86 SY 2.86	FY 2.98 SY 2.92	FY 2.95 SY 3.06 **
1.u.	Serious conversations w/ students of a different race or ethnicity (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.72 SY 2.63	FY 2.72 SY 2.77	FY 2.81 SY 2.83 **
1.v.	Serious conversations w/ students diff in religion, politics, etc. (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.97 SY 2.91	FY 2.97 SY 2.90	FY 2.98 SY 2.99
10.c.	Inst. Encouraged contact among students from diff backgrounds (response items: 1=very little, 2=some, 3=quite a bit, 4=very much)	FY 2.66 SY 2.31	FY 2.79 SY 2.60 **	FY 2.87 ** SY 2.68 ***

11.1	Understanding people of other racial and ethnic backgrounds (response items: 1=very little, 2=some, 3=quite a bit, 4=very much)	FY 2.64 SY 2.43	FY 2.66 SY 2.68 **	FY 2.76 SY 2.74 ***
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Note: FY = freshman year, SY = senior year. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  for t-test comparing group means across the four columns (reference group is “Washington College”).

<sup>1</sup>Teagle Diversity Consortium: in addition to WAC, this includes McDaniel, Goucher, McDaniel, Ursinus, and Washington & Jefferson Colleges.

<sup>2</sup>Peers used in this analysis are: Dickinson, Franklin and Marshall, Goucher, Hobart and William Smith, McDaniel, Randolph-Macon, College of Wooster, Transylvania University, Ursinus, and Washington & Jefferson.

Table 2. Washington College 2009 NSSE Data Comparing FY and SY

Question		Washington College
1.e.	Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.86 SY 2.86
1.u.	Serious conversations w/ students of a different race or ethnicity (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.72 SY 2.63
1.v.	Serious conversations w/ students diff in religion, politics, etc. (response items: 1=never, 2=sometimes, 3=often, 4=very often)	FY 2.97 SY 2.91

10.c.	Inst. Encouraged contact among students from diff backgrounds (response items: 1=very little, 2=some, 3=quite a bit, 4=very much)	FY 2.66 SY 2.31*
11.l.	Understanding people of other racial and ethnic backgrounds (response items: 1=very little, 2=some, 3=quite a bit, 4=very much)	FY 2.64 SY 2.43*

Note: FY = freshman year, SY = senior year. \* $p < .05$  for t-test comparing group means between freshmen and seniors.

Table 3. Collaborative Questions for TDC on the 2009 NSSE

<b>Question</b>	<b>Response Categories</b>	<b>Washingt on College</b>	<b>TDC<sup>1</sup></b>
2. What percentage of your top friends in your on-line social network (e.g. Facebook, Myspace etc.) is of the same racial/ethnic background?	1=0%, 2=1-19%, 3=20-39%, 4=40-59%, 5=60-79%, 6=80-99%, 7=100%	FY 5.21 SY 5.37	FY 5.26 SY 5.21
3. What percentage of your friends' on-campus is of the same racial/ethnic background as you?	1=0%, 2=1-19%, 3=20-39%, 4=40-59%, 5=60-79%, 6=80-99%, 7=100%	FY 5.17 SY 5.57	FY 5.22 SY 5.27 *
4a. Since entering this institution, I am more aware of what constitutes offensive language.	1=strongly disagree, 2=moderately disagree, 3= slightly disagree, 4=slightly agree, 5=moderately agree, 6=strongly agree	FY 3.49 SY 3.55	FY 3.41 SY 3.71
4b. Since entering this institution, I am able to challenge others' derogatory comments about different groups.	See responses for #4a.	FY 3.86 SY 4.12	FY 3.85 SY 4.05

4c. Course textbooks are selected that reflect the contributions of persons of various ethnic cultures.	See responses for #4a.	FY 4.21 SY 3.91	FY4.19 SY 3.99
4d. The institution sponsors workshops that help students of color assess their personal goals.	See responses for #4a.	FY 3.92 SY 3.52	FY 4.03 SY 3.78 *
4e. Teaching throughout the college is sensitive to diversity issues and concerns.	See responses for #4a.	FY 4.38 SY 4.17	FY 4.31 SY 4.23
4f. Since entering this institution, I now discuss topics related to diversity with friends.	See responses for #4a.	FY 3.61 SY 3.83	FY 3.61 SY 3.89
4g. This institution has achieved its goal of attracting and/or retaining a diverse student body.	See responses for #4a.	FY 3.56 SY 2.84	FY 3.64 SY 3.27 **
4h. Efforts to increase diversity lead to the admission of less qualified students. <b>(lower values are more positive)</b>	See responses for #4a.	FY 3.36 SY 3.21	FY 3.26 SY 3.30
4i. Including diversity issues in my classes takes away time from more important information. <b>(lower values are more positive)</b>	See responses for #4a.	FY 2.87 SY 2.62	FY 2.74 SY 2.70



Questions	Response Categories	Washingt on College	TDC <sup>1</sup>
4j. I see myself as a part of the campus.	See responses for #4a.	FY 4.78 SY 4.79	FY 4.71 SY 4.82
4k. Multicultural and diversity courses are important to a Liberal Arts Education.	See responses for #4a.	FY 4.56 SY 4.47	FY 4.75 SY 4.77
4l. I am exposed to issues of diversity in activities and programs in the residence halls .	See responses for #4a.	FY 3.28 SY 2.95	FY 3.68 ** SY 3.41 **
4m. My comments in the classroom are usually taken seriously by the instructor.	See responses for #4a.	FY 5.28 SY 5.31	FY 5.17 SY 5.36
5a. How fairly do you believe you've been treated by faculty?	1=very unfair, 2=somewhat unfair 3=somewhat fair, 4=very fair	FY 3.70 SY 3.68	FY 3.65 SY 3.66
5b. How fairly do you believe you've been treated by other students?	1=very unfair, 2=somewhat unfair 3=somewhat fair, 4=very fair	FY 3.41 SY 3.46	FY 3.42 SY 3.52
5c. How fairly do you believe you've been treated by staff?	1=very unfair, 2=somewhat unfair 3=somewhat fair, 4=very fair	FY 3.51 SY 3.12	FY 3.51 SY 3.13

6. Please indicate how frequently you believe incidents of intolerance occur at this institution. <b>(lower values are more positive)</b>	1=never, 2=seldom, 3=occasionally, 4=frequently, 5=almost always	FY 2.74 SY 2.89	FY 2.62 SY 2.86

Note: FY = freshman year, SY = senior year. \* $p < .05$ , \*\* $p < .01$  for t-test comparing group means between WAC and TDC (within a given year group).

<sup>1</sup>Teagle Diversity Consortium: in addition to WAC, this includes McDaniel, Goucher, McDaniel, Ursinus, and Washington & Jefferson Colleges.

## VISIT #1 (Feb 28-Mar 2, 2010)

**Theme: Formal and informal curriculum**

**Nine focus groups: 4 student groups, 1 athletics staff, 1 direct service staff, 2 Faculty, 1 Senior Staff**

### Findings:

1. How do different segments of the institution define or understand what diversity is?

- Lack of college-wide working definition of diversity
  - Most still think in terms of race
- Presumed emphasis on quantitative measures over measures of attitude, behavior, and other more qualitative measures
- Lack of consensus on who teaches diversity:
  - Limited to specific courses, the Director of Multi-Cultural Affairs, or all of us?

2. Where do students encounter and learn about diversity?

- There are many successes on the campus in the area of diversity education
  - Diversity-oriented courses, impromptu class discussions, athletic coaches, co-curricular programming, etc...
- Faculty express a lack of preparedness and training
- Some students feel diversity education is strongest in the classroom
- Other students (a minority of actively engaged students?) feel diversity education is strongest in co-curricular activities
  - Those who disagree with this express a hesitance to participate in events outside their comfort zone, outside their affinity groups.
- Diversity is being taught, but in the absence of a clear institutional mandate to teach diversity, much of the teaching goes “unrecognized”

3. What is the role of diversity in the college’s curriculum?

- No clear institutional picture about the role diversity plays in liberal arts education
    - Some believe diversity is an appropriate topic for specific disciplines or courses
    - Others believe it is a shared responsibility
4. What is the role of diversity outside the classroom?
- 8,000 volunteer hours/semester in surrounding community (positive indicator)
  - Town-gown issues with surrounding neighborhoods remain a challenge
  - It falls upon a few students, who are minorities, to educate other students
  - Student cliques impede diversity conversations
  - Missed opportunities to turn “incidents” into teachable moments
5. What is the college community’s response to its official Diversity Statement?
- Perceived gap between statement and reality on campus
  - Criticized for being a passive statement, more a document about what is allowed on campus rather than a vision
  - Questions regarding its authorship and circumstances around its creation. Student Life division operates under a different statement.

**VISIT #2 (December 2010)**  
**Theme: Campus Climate**  
**Nine Focus Groups: students, staff, and faculty**

**Findings:**

1. How does the College value diversity?
  - Degree of ambivalence or cynicism among students and staff regarding WAC's commitment to diversity
  - Positive initiatives on campus include: a rising level of diverse populations in recent incoming classes, the language suites, various trainings, programs offered by Office of Multicultural Affairs, and the GRW program.
  
2. What is the ideal of a campus where diversity is valued?
  - In an ideal campus, students expressed a desire that diversity be interwoven throughout the college experience, but not have to be labeled "diversity."
  - Faculty spoke about wanting to develop more personal connections with students through mentoring. Some felt that mentoring typically falls to Student Life staff.
  - Staff expressed a desire for more communication, specifically with regard to the College's diversity goals and progress towards those goals.
  - A more diverse student body, not just visibly diverse (racial) but also geographically.
  
3. Where are students' "comfort zones"?
  - Sports teams, student affinity groups, fraternities and sororities, the international house, language suites, and administrative office like the Office of Multicultural Affairs.
  - Students suggested that international students be better integrated into orientation

4. Where do meaningful or satisfying interactions between diverse populations occur?
- Programs coordinated and sponsored by Office of Multicultural Affairs and Language Suites
  - Faculty and staff cited interactions and programs with students, as well as trainings coordinated and provided by administrative offices.
  - In class conversations, when carefully structured and facilitated by professor, were highly valued
  - Study Abroad program regarded in a very positive light

**VISIT #3 (November 2011)**  
**Theme: Student learning and development**  
**Nine Focus groups: (5 Student, 2 faculty, and 2 staff)**

**Findings:**

1. The College's role in student engagement with diversity
  - Positive impact of the GRW program, Study Abroad program, and the international student presence on campus (including integrated housing)
  - Positive impact of various club activities, Student Life initiatives, and culturally-specific dinners
  - Positive impact of courses with diversity-specific goals
  - Mixed preference among students for student-driven initiatives vs. faculty/administrative-driven initiatives.
  - Observation from visiting team that most initiatives seem to be centered on events, not programs.
  
2. Effective and ineffective approaches to teaching about diversity
  - Effective Teaching moments:
    - Experiential learning through community engagement
    - Role-playing
    - In-depth engagement with films and texts
  - Ineffective Strategies
    - Tokenism
    - Missed opportunities (e.g., when a potential topic for discussion emerges during a class discussion, but is averted to stay focused on subject matter)
  - Other comments
    - Homogenous student body makes it challenging to find diverse perspectives in the classroom
    - Difficulties with addressing learning disabilities in the classroom

3. Diversity in the curriculum: What is the value of it & what are the attitudes and perceptions of faculty/students regarding courses that address diversity?

- Students clearly articulated how engagement with diversity in the classroom helps prepare them for life after college, both in the working world and in their interpersonal relations
- Students are unclear as to what courses actually address diversity
  - Some respondents (faculty?) see diversity classes as under-enrolled. Students, however, seem to think that they are quite popular and have waitlists.
- Major requirements limit the number of courses on diversity some students can take
- Students don't want to take courses specifically focused on diversity, but appreciate when it happens naturally within a course.
- Many course descriptions are outdated and need to be revisited/revised

4. Effects on student lives, outlooks, and actions

- Some students noted that their experiences at college had a positive impact on their use of Social Media, making them less accepting to inappropriate behavior and language regarding diversity.