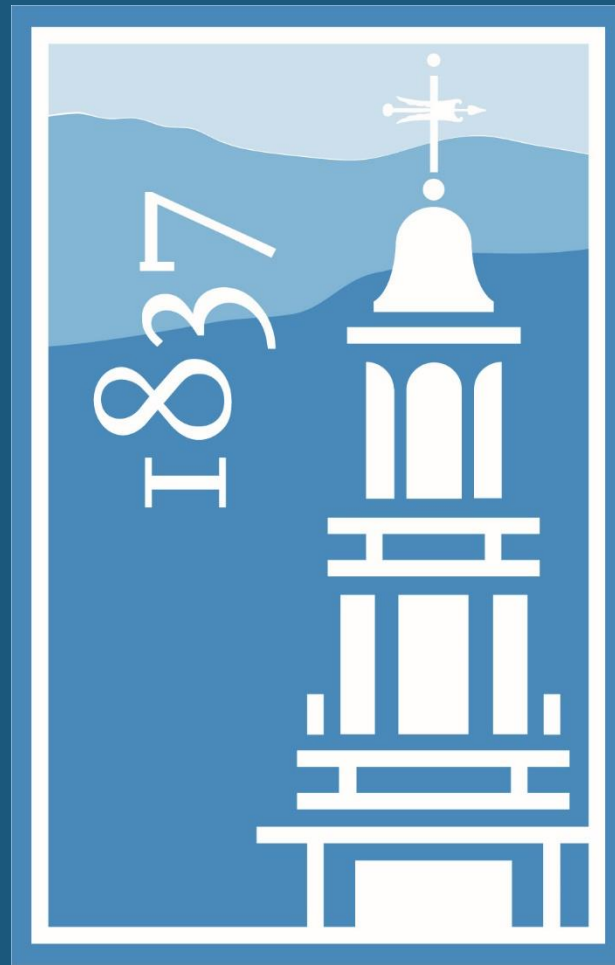


2021 | COLBY-SAWYER COLLEGE



**EQUITY, DIVERSITY, AND INCLUSION TASK FORCE  
REPORT**

SPRING 2021

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# PREAMBLE

## Background

During the 2019-2020 academic year, there were culturally and racially insensitive incidences in our classrooms and student living environment. President Sue Stuebner and Vice President Robin Burrough Davis brought Dr. Kathy Obear, an expert on White privilege, implicit bias, and microaggressions, to campus to lead workshops with administrators, faculty, and staff.

Around the time of our workshops, George Floyd was killed by Minneapolis Police. This killing raised public consciousness around systemic discrimination and anti-Blackness. Subsequently, Colby-Sawyer College alumni wrote President Stuebner and the Board of Trustees a detailed letter describing their concerns about bias, discrimination, racism, and xenophobia on our campus. In partial response to the letter, Senior Staff authorized the creation of an Equity, Diversity, and Inclusion Task Force.

Universities and colleges struggle with two fundamental challenges with equity, diversity, and inclusion (EDI). First, many institutions and businesses are trying to improve diversity within their own organizations. Most colleges recognize this and have identified ways to improve diversity (i.e., finding ways to increase racial/ethnic diversity among the faculty, administration, and student body). The second challenge, but also an opportunity, that differentiates educating institutions from businesses, is that we are educating our future generations. Liberal arts colleges have been given the mandate to help students explore issues of race, multiculturalism, gender, sexual orientation, socioeconomic status, language, intersectionality, prejudice, bias, and discrimination. The curriculum and cultural events need to be well-planned and thoughtful. Ultimately, the conversations we have with students need to be authentic and fruitful.

Colleges need to work on these challenges, both improving their own organizations and teaching the next generation about equity. In a powerful goodbye letter to Inside Higher Ed, Tatiana McInnis (2020) described why current EDI offices in higher education are failing. McInnis wrote, “The role I left lived under a division with a title with an ever-expanding acronym. While once

campuses focused only on diversity, many institutions have broadened that focus to include equity and inclusion, so it now commonly refers to all three, as in the Office of Diversity, Equity and Inclusion, or DEI. These words, and the intentions they seek to express, are well and good, yet they fall flat as offices fail and refuse to address systemic white [sic] domination, anti-Blackness, misogyny or any group-specific violence in their mission statements.” McInnis argued colleges continue to superficially chase the diversity dream in their institutions, but do not actually address the deep-rooted issues in equity disparities.

Though many colleges are now using the terminology “equity”, “diversity”, and “inclusion”, they are often using these words interchangeably (Tienda, 2013). Further, colleges often work on one or two prongs of EDI, but not all. For example, colleges will make a concerted effort to increase their racial and ethnic diversity on campus, but neglect to provide an inclusive, warm, climate for minority students, faculty, and staff. Thus, it is important to be clear about the definitions of “equity”, “diversity”, and “inclusion”. Below are working definitions of the terms in higher education:

Equity is the guarantee of fair treatment, access, opportunity, and advancement of all students, faculty, and staff. While people use the words “equity” and “equality” interchangeably, they mean different things and lead to different outcomes. If an institution treats everyone equally, it treats everyone the same. However, when an institution treats everyone equitably, it focuses on individualistic needs. The principle of equity acknowledges there are historically underserved and underrepresented populations. While addressing equity issues, administrators and decision-makers must understand the root causes of outcome disparities within the organization and within our society. Ultimately, an organization must identify and eliminate unfair biases, stereotypes, and/or barriers that limit full participation in higher education and in our society.

Diversity refers to the ways people differ. This includes, but is not limited to, identity markers such as race, ethnicity, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age,

religious/spirituality commitment, political and intellectual perspective, education, marital status, and physical appearance. Ultimately, a diverse institution is one in which a variety of social and cultural characteristics exist and historically and current under-represented groups are included.

Inclusion refers to an institutional climate in which all individuals and group feel welcomed, respected, valued, and supported. Further, all individuals including members from underrepresented groups can fully participate in the decision-making processes and development of the institution. Ultimately, an inclusive environment fosters a diversity of thought, perspectives, and values.

Later in this report, we will operationalize these definitions in the task force's mission and what it means at Colby-Sawyer College. The primary work of the task force has been two-fold. We have begun reviewing the structures and policies that hinder (and promote) equity, diversity, and inclusion. Further, we have begun to create educational opportunities and community dialogues about bias, prejudice, stereotyping, and discrimination. However, this initial work sets the foundation for developing a comprehensive EDI strategic plan.

A strategic plan needs to be based on data. There needs to be an overarching strategic plan for an organization or institution, but within that strategic plan there needs to be an intentional well-written and executed strategic plan specific to equity, diversity, and inclusion with clear, measurable benchmarks and action items. A strategic team needs to create the foundation in the school organization that promotes equity, diversity, and inclusion within that organization and for all its constituents. A well-designed strategic plan, based on institutional data and analyses, can help an organization lead in a complex, ever-changing, multicultural world. The college's primary EDI goal should be to create and sustain a community climate that welcomes, values, and represents equity, diversity, and inclusion. Such a goal is essential to nurture the emotional, psychological, and intellectual growth of our employees, our students, and their families.

Ultimately, however, Deborah Stanley-McAulay, the Chief Diversity Officer at Yale University, has suggested every college or university president must understand the following, “The single piece of advice that I would give them is that diversity has to be woven into the fabric of the organization. Diversity is not a stand-alone activity. It is an activity that everyone needs to embrace. I imagine every member of the organization being a diversity champion” (Stanely-McAulay, 2018, 4:31).

### **Task Force Membership**

The Equity, Diversity, and Inclusion Task Force is a joint faculty, staff, alumni, and student-led committee. Listed below are the members of the task force:

#### Students

- Kayia Alleyne
- Roosevelt Harris-Williams
- Nina Hills
- Smriti Sharma Sapkota
- Leah Tramondozzi

#### Alumni

- Nichelle Cousin
- Jaclyn Goddette
- Jillian Jacobs

#### Faculty

- Kathleen Farrell
- Lynn Garrioch
- Semra Kiliç-Bahi
- Kate Turcotte
- Peter White

## Staff/Administrators

- Nabilah Abdalla
- Caren Baldwin-DiMeo
- Pete Berthiaume
- Robin Burroughs Davis
- Laura Sykes

## **Task Force Mission**

The mission of this task force was to:

- assess the current state of equity, diversity, and inclusion on campus
- investigate and recommend implementation of the best practices to increase diversity on campus, including under-represented and discriminated groups
- recommend both short-term and long-term changes to the Senior staff to institutionalize equitable and inclusive policies and make this community safer for faculty, staff, and students.

The work of the Equity, Diversity, and Inclusion Task Force will result in ongoing:

- community education about issues of bias, prejudice, stereotyping, and discrimination
- constructive dialogues about the discrimination of minority groups
- structures, policies, and practices that promote interconnectedness, inclusion, and a sense of belonging

Our goal is that these outcomes will be evident at every level of the college: across the student body and alumni, among faculty and staff, within the administration, and into the New London community.

## **Task Force and Colby-Sawyer Community Work during 2020-2021 academic year**

The task force took the definitions of “equity”, “diversity”, and “inclusion” and operationalized these terms to guide our work. Below is the task force’s mission:

Colby-Sawyer College is committed to a campus climate that welcomes, values, and represents equity, diversity, and inclusion. We believe a diverse community is critical to the emotional, psychological, and intellectual growth of faculty, staff, and students.

**Equity:** We value the fair and just treatment of all faculty, staff, and students. We will create opportunities and minimize the barriers that have prevented the full participation of historic and current under-represented and marginalized groups. We will actively challenge and respond to bias, harassment, and discrimination.

**Diversity:** We recognize the important contributions diverse perspectives and lived experiences bring to our community. We seek to increase our diversity in the faculty, staff, and student body. At Colby-Sawyer, we adopt a comprehensive definition of diversity and recognize that there are various ways that individuals and groups can be disadvantaged in traditional power structures. This expansive definition includes but is not limited to race, ethnicity, nationality, citizenship status, sexual orientation, gender, gender expression, gender identity, religion, socioeconomic status, language, age, and cognitive and physical (dis)ability status and where all these identities intersect.

**Inclusion:** Our college will continue to make our faculty, staff, and students feel welcomed, valued, respected, and supported to fully participate in our community. There will be an intentional, ongoing effort to ensure diverse individuals’ voices are heard.



While the task force should disband after the acceptance of this report and the recommendations, we encourage the president to have a standing small presidential council on equity, diversity, and inclusion that meets with her at least three times a year.

This year there were numerous activities to alert our community that EDI is a priority at the college. Senior staff approved having “Black Lives Matter” stencils placed outside of Colgate Hall, Hogan Center, and Ware Campus Center to let all community members, but especially our Black community members, know the college recognizes discrimination and harassment Blacks and other people of color face in our society. While it is a symbolic gesture, it is a powerful one. Our senior graphic designer, Nancy Sepe, designed a wall installation of John Lewis’ New York Times letter calling young people to action to fit for equity and inclusion. Our webmaster, Ed Germar, in consultation with Lynn Garrioch, began updating the diversity webpage.

At the beginning of the academic year, Sue Stuebner shared with all employees the letter from alumni asking college administrators to be more intentional and thoughtful about EDI issues on campus. Sue also invited all employees to participate in a two-hour workshop on EDI at Colby-Sawyer, with the first hour led by Sue and the second hour led by department heads.

Throughout the academic year, there have been a variety of town halls, workshops, presentations, and discussions hosted by members of the task force, including Caren Baldwin-DiMeo, Lynn Garrioch, Kathleen Farrell, Kate Turcotte, and Peter White. Further, Gregg Mazzola, vice president of marketing and communications, and Smriti Sapkota, a junior nursing student and EDI Task Force member, hosted multiple sessions with students to discuss how minority students, including students of color, can be authentically captured in our website and promotional materials. Some students expressed fears of tokenism on our website; Gregg immediately met with students repeatedly to try to address those concerns. Robin Davis, vice president of student development and dean of students, worked with Smriti Sapkota throughout the year as

Smriti fulfilled her role as the Newman Fellow. Smriti's fellowship involved addressing EDI issues among the student body.

It is important to acknowledge, that Sarah Braun, her team, and the cultural events committee have been particularly thoughtful in bringing external events to campus that supports EDI programming this year. While this is not new work for Sarah and her team, they were particularly thoughtful about educating the community on gender, sexuality, and race this year. Jen Tockman, director of Harrington and BOLD Women's Leadership Networks, shaped much of the programming for BOLD around EDI topics and invited the student body, not just the young women from BOLD to participate in BOLD events.

Lynn Garrioch, Kate Turcotte, and Peter White led efforts to collect institutional data around EDI in liberal education curriculum and to assess EDI climate on campus (refer to Appendix A, Appendix B, and Appendix C for the survey questions). The survey tools we created this year served to begin understanding the college's climate and what we are doing in the classroom, but the survey tools need to be refined, and the response rates need to be higher to use the data to guide EDI initiatives in the future.

## EXECUTIVE SUMMARY

### Introduction

In this report, the task force makes 14 recommendations. Most of the recommendations are recommendations that can be instituted within the first year of intentional work on equity, diversity, and inclusion issues at the college. These recommendations will not magically solve the issues of inequality and discrimination. If these recommendations are employed, they begin the long work of embedding EDI throughout the college. In the end, however, this work will never be done.

## Recommendations

In this section, the recommendations are simply listed for quick reference:

- Recommendation 1: Create a Senior Leadership Position in Equity, Diversity, and Inclusion
- Recommendation 2: Create a Separate Equity, Diversity, and Inclusion Strategic Plan with Benchmarks and Action Plans that are Measurable
- Recommendation 3: Reinstate the Director of Institutional Research Role and Create an Office of Institutional Research
- Recommendation 4: Revise Hiring Practices
- Recommendation 5: Work with Established Domestic Faculty-Exchange and Student-Exchange programs or Create Faculty Exchange programs with southern Universities and Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutes (HSI), and Tribal Colleges
- Recommendation 6: Provide Training of all Employees on Diversity Issues at Time of Hire and Provide Additional Training Regularly
- Recommendation 7: Use a Name Pronunciation Tool throughout the College
- Recommendation 8: Continue to Revise the College Curriculum Particularly the Liberal Education Curriculum
- Recommendation 9: Develop Anti-Racist and Anti-Bias Statements that Live Prominently on our Website and in our Human Resources and Community Responsibility Documents
- Recommendation 10: Revise Required Statements on Syllabi to Include Respect for Diversity
- Recommendation 11: Provide Internal Grants, Scholarships, and Awards to Faculty, Staff, and Students and Seek External Grants Pursuing EDI Educational Initiatives and Scholarship
- Recommendation 12: Endowed Chairs to Support Equity, Diversity, and Inclusion at the College
- Recommendation 13: Create an Ombudsperson Position

- Recommendation 14: Provide opportunities to foster intercultural competence and global engagement.

## RECOMMENDATIONS

### **Recommendation 1: Create a Senior Leadership Position in Equity, Diversity, and Inclusion**

Eugene Parker (2020) wrote an article about the role of chief diversity officers in post-secondary education (<https://www.insidehighered.com/views/2020/08/20/chief-diversity-officers-play-vital-role-if-appropriately-positioned-and-supported>). In his article, Parker suggest colleges and universities increased enrollment of racial minorities and created entry- or midlevel diversity administrators during the 1970s and '80. However, while many colleges and universities were increasing their recruitment of minorities, minority students have often felt unwelcomed and unsafe, and their retention rates have been poor. In recent years with the rise of social media, there has been more attention on the bigotry and racism that is occurring on college/university campuses.

Because of the increased attention to the problems on campuses, it has become clear equity, diversity, and inclusion should be part of every administrators' portfolio. However, there needs to be a leader of the leaders who is a knowledgeable expert in equity. Further this person should be a relational leader (i.e., a leader who fosters effective relationships with community members and external stakeholders), collaborator, and diversity advocate.

The task force recommends a chief equity, diversity, and inclusion officer (chief equity officer for short). A chief equity officer serves directly below the president of the college and serves on senior staff with the president and vice presidents. This role should have equal status and executive power as the vice president roles. According to the National Association of Diversity Officers in Higher Education (NADOHE), 77% of the chief equity officers or chief diversity officers are part of their university's executive staff (Stanley, 2014). Listed below are links to recent Chief Equity Officer positions advertised at colleges and universities:

- <https://haas.berkeley.edu/human-resources/getting-started/job-descriptions/chief-diversity-equity-and-inclusion-officer/>
- <https://www.ucf.edu/leadership/president/wp-content/uploads/sites/2/2019/05/Chief-Equity-Inclusion-and-Diversity-Officer-Interim.pdf>
- <https://www.k-state.edu/president/initiatives/diversity-inclusion/Chief-Diversity-and-Inclusion-Officer.pdf>

We recommend within the first year, the chief equity officer should provide leadership, vision, strategic plan for equity, diversity, and inclusion initiatives across the college while working with community partners. The chief equity officer's priority should be recruitment and retention of historically and currently disadvantaged and discriminated students, staff, and faculty based on their group membership.

The chief equity officer should have a terminal degree related to equity, diversity, and inclusion (e.g., sociology, social psychology, cultural psychology, cultural studies, ethnic relations, feminist theory, queer studies). This person should have knowledge and experience of diversity, equity, and inclusion in a college/university setting and should understand intercultural, racial, and gender trends and issues facing secondary education. While lived-experience is an asset for this position, the strong educational background and experience is essential. For a comprehensive discussion of a chief equity officer and recommended the qualification, go to Diversity for Social Impact and access the <https://diversity.social/chief-diversity-officer/#3-chief-diversity-officer-job-description-and-responsibilities-samples> page. Further, to learn more about the chief equity officer's role in academic watch Damon Williams discuss the importance of such a role in an academic setting at <https://www.youtube.com/watch?v=HJ-FJLd8GaU>. If you do decide to create this role, remember that senior staff should be diverse, and this should not preclude the college from finding multiple leadership positions with diverse individuals holding those positions. If the chief equity officer is indeed a minority, it is essential not to stop there and believe the work is done for obtaining diverse voices in the leadership team.

## **Recommendation 2: Create a Separate Equity, Diversity, and Inclusion Strategic Plan with Benchmarks and Action Plans that are Measurable**

If the above recommendation is implemented the first step is to create separate EDI strategic plan using the expertise of the chief equity officer. If the first recommendation is not implemented, then we recommend a small working group led by the president should be created. That group should then be responsible for developing an EDI strategic plan. The EDI strategic plan needs to be a collaborative, comprehensive, and long-term plan rooted in research, while acknowledging national trends. Further it needs to be a feasible plan that considers the college's financial resources. Having said that, if the college is not willing to devote money to improving equity on campus due to financial constraints, there will be no substantial changes in equity in this organization. Effective equity work requires money devoted to it. This strategic plan must be seamlessly embedded in the college's overall strategic plan, but it needs to be detailed with clear action points.

To support EDI—in hiring practices, programming, services, teaching and learning, scholarship, grants, and advocacy, there needs to be a strong EDI strategic plan that includes measurable benchmarks. Currently, this does not exist. To say, “We want to be more diverse and inclusive,” is too general and means little. Would the college consider the faculty diverse, if 10% or 15% of the faculty and staff belonged to the LGBTQ2SIA+ community? What if the faculty and staff LGBTQ2SIA+ community does indeed reach 15%, but there is no one from that community in senior leadership roles? What percentage of the faculty and staff should consist of visible minorities? Is it 10%, 20%, or 30%? Do we consider the college diverse if there are no visible minorities in leadership? To achieve diversity, the college needs to be intentional and plan. The college needs to consider succession plans (i.e., as people leave leadership roles, how do we ensure underrepresented groups have a seat at the table?).

The equity, diversity, and inclusion plan should identify themes and benchmarks of goals, outcomes, deliverables, and excellence to achieve the college's vision of a diverse institution. The University of Alberta (2019) included the following themes in their equity, diversity, and inclusion strategic plan; we should adopt similar themes:

The following plan identifies themes and benchmarks of excellence, goals, outcomes, and directions to help us achieve our vision. The plan is organized around five core themes:

**Vision and Leadership:** The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

**Research, Teaching, and Public Service:** Research, teaching, and public (academic) service are understood to be implicated in the development of EDI. They are also the major functions of the university and areas of work for academic staff. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

**Workforce (all faculty and staff):** The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and to have the knowledge and skills to contribute to equity and inclusivity.

**Students, (Research) Trainees, and Student Life:** The university strives to provide equitable access for students and trainees, including post-doctoral fellows, to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success, (especially of historically excluded groups).

**Climate:** The university strives to create an equitable and inclusive environment and culture for all members of its community.

Ultimately, a strong strategic plan would include the goals and benchmarks for each year, the assessment plan, the accountability plan (i.e., the office, the leader, and/or the employee is

responsible for making changes if benchmarks are not reached), and reporting plan (i.e., the dissemination of the assessment findings).

### **Recommendation 3: Reinstate the Director of Institutional Research Role and Create an Office of Institutional Research**

Many colleges and universities maintain public diversity dashboards to hold themselves accountable and to inform perspective students and families about the demographics of the institution. Below are examples of diversity dashboards:

- <https://geiselmed.dartmouth.edu/deansoffice/dei-dashboard/>
- <https://www.holycross.edu/diversity-and-inclusion/office-diversity-equity-and-inclusion/diversity-dashboard>
- <https://www.marquette.edu/institutional-research-analysis/interactive-reports/composition-dash.php>
- <https://ir.princeton.edu/data/students/diversity/diversity-dashboards>
- <https://www.rochester.edu/diversity/dashboards/>
- <https://www.unh.edu/institutional-research/diversity>
- <https://irp.dpb.cornell.edu/university-factbook/diversity/composition>

Some of these institutions can show their diversity successes in recruitment of faculty, staff, and students, and student outcomes and achievements. Many of these institutions acknowledge they have work to do and have set benchmarks to reach their diversity goals. They are holding themselves accountable.

Typically, the data has been collected, analyzed, and disseminated by a director of institutional research or by a team of institutional researchers with an EDI lens. Institutional researchers are essential to support and strengthen administrative decision-making, respond to internal and external strengths, weaknesses, opportunities, and threats, guide institutional policy development, and disseminate empirical data to aid institutional growth. The primary purpose of the institutional research is to promote institutional effectiveness.



Why link an institutional researcher to diversity and institutional effectiveness? Li and Koedel (2017) found in their sample of public universities in the United States, Black, Latinx, and female members continue to be under-represented relative to the United States' population.

We know from research there are large disparities in academia in outcomes between students, faculty, and staff who belong to the majority and students, faculty and staff who hold minority statuses. Listed below is certainly not an exhaustive list, but a list that will help illuminate the pervasive inequities found in academe:

- the poor recruitment of racial minority students, especially in the STEM disciplines compared to non-minority students: Office of Planning, Evaluation and Policy Development Office of the Under Secretary U.S. Department of Education (2016); Stockard et al. (2021)
- the high debt racial minorities hold after attending undergrad compared to non-minority students: Office of Planning, Evaluation and Policy Development Office of the Under Secretary U.S. Department of Education (2016)
- the poor graduation rates of racial minorities students compared to non-minority student: Office of Planning, Evaluation and Policy Development Office of the Under Secretary U.S. Department of Education (2016)
- the dismal hiring rates and promotion rates of minority faculty in comparison to non-minority faculty: Lumpkin (2007); O'Meara et al. (2020); Zambrana et al. (2015)
- the poor retention of racial minority faculty, especially in the STEM disciplines compared to non-minority faculty: Office of Planning, Evaluation and Policy Development Office of the Under Secretary U.S. Department of Education (2016); Stockard et al. (2021)
- the poor promotion rates of female faculty members in comparison to male faculty members: O'Meara et al. (2020); Zambrana et al. (2015)

In a 2018 report, Martinez-Acosta and Favero claimed institutions need to take a "hard look at the inclusive nature of the institutional environment as a whole (p. A252)." These researchers explained in their report the lack of diversity is most noticeable with higher administrative levels of universities across the country. Martinez-Acosta and Favero argued institutions need to assess

and reflect on their inclusive practices on campus, so students, faculty, and staff are being effectively served. One of the best practices that they outlined is to provide accountability measures to further promote diversity and inclusion at every level of the institution, especially at higher administrative levels. The analyses and the reports an institutional researcher can create will aid the college to engage in ongoing assessment of the diversity practices across the college. Subsequently, the leadership can use these reports to shape the diversity strategic plan embedded in the college's strategic plan.

The institutional researcher should have a master's or terminal degree in statistics, data science, and mathematical modeling and knowledge of higher education institutional research reporting practices. The job involves the ability to collect, warehouse, analyze, data mine, and report data. The data analysis cannot be at the simplistic level. The college has had institutional researchers in the past, the type of statistical tools employed were generally descriptive statistical tool and analyses. The person who fills this role needs to conduct statistical and predictive modeling and be able to disseminate results to people who have not specialized in statistics or mathematics. The institutional researcher would create, in consultation with the department heads, the surveys and tools and the survey cycles to collect regular institutional data. Listed below are some of the data, but not all, that should be collected and/or surveyed with an equity lens:

- demographics of the current faculty and staff
- demographics of the student body, including the incoming class
- retention rates with demographics as a level of analyses
- analysis of students' intended major vs declared major
- course grades with demographics as a level of analyses
- general faculty and staff climate survey
- general student climate survey
- EDI faculty and staff climate survey
- EDI student survey
- senior staff evaluations, that include lateral evaluations, but also evaluations from people who are supervised by those leaders

- faculty evaluations, including adjunct faculty evaluations
- faculty promotion rates, durations at each rank, with demographics as a level of analyses
- evaluation of standing college events (e.g., convocation, graduation, homecoming weekend, etc.)
- evaluation of cultural events
- evaluation of outside speakers and facilitators
- evaluation of academic programs, to be able to provide data for members of program reviews

To be clear, the college should collect, analyze, and report on demographic student data to understand the composition of the student body and then drawing on this data to adapt the EDI strategic enrollment plan to address identified areas of underrepresentation. The college should track and analyze information on student retention, intended majors versus declared major, graduation rates, including 4-year, 5-year and 6-year graduation rates using demographic data. Based on those data, the college should develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness. The college needs to develop reliable and valid survey instruments and survey cycles to measure student wellness and students' experiences and perspectives on respect and inclusion. If required, plans should be developed to address areas of concern identified from survey results, paying particular attention to student populations who may be especially susceptible to alienation, isolation, and/or harassment (e.g., ethnic and racial minorities, international students, students with disabilities, LGBTQ2SIA+ students). Collect, track, and analyze data through employment surveys. This information will help the college implement corrective measures to address underrepresentation.

Ultimately, this position would serve as a liaison and provide support for the college's organizational effectiveness, planning, accreditation, evaluation, and program assessment activities. Further, the institutional research would serve as a liaison from the college to various authorities at the federal, state, and local levels for data reporting, research studies, and institutional surveys.

#### **Recommendation 4: Revise Hiring Practices**

Students of color represent growing populations of the undergraduate and graduate student populations nationwide; however, in many cases, this growth has not translated to greater faculty representation. Colleges and universities have long struggled to address the diversity of their faculty, hiring and retaining women and people of color at rates far below their representation in the US population and undergraduate student body. Before we dive in, let's discuss historical and contemporary national data.

- the number of women and men of color in the faculty has increased over the past several decades in the United States
- in 1987, women were 32% of all faculty (part and full-time) teaching in postsecondary institutions. Their representation has slowly, but steadily, grown
- by 2016, 49.3% of all individuals teaching on college and university campuses were identified as women
- the number and percentage of Asian American, Black, Latinx, and Native American, and multiracial scholars in the United States has also increased over time
- in 1993, people of color were 12.5% of the faculty
- by 2013, this number had increased to 19.1% (Finkelstein et al., 2016).
- by 2016, 23% of all faculty, part- and full-time, were people of color (NCES, 2017).

While most colleges and universities would suggest they have work to do in increasing their minority faculty and staff, Colby-Sawyer's statistics are unforgivingly abysmal and nowhere near the national trend. This does not just need to be acknowledged, it needs to be changed.

Individuals or specific departments have attempted to increase diversity at the college, but there has been no review of the human resource policies and practices to identify barriers to increasing diversity or to actively promote diversity. In fact, there have been ongoing practices that have limited the potential for diversity. They are:

1. advertising jobs/positions locally despite knowing New London's and New Hampshire's populations are relatively homogenous (advertising in the local shopper is not a proper place to be advertising faculty positions and many staff positions; it sends an implicit message that does not support diversity and inclusion)
2. internally promoting employees to leadership positions despite knowing our college is relatively homogenous (four of our current senior staff are internal hires for their current position. Only one of those four participated in a national search to obtain the position. To be clear, we are not disputing the quality of the senior staff, we are simply pointing out that increasing diversity among the senior leadership becomes difficult when the pool of candidates comes from a non-diverse institution.
3. conducting interviews with inadequate pool sizes and not actively finding diverse pools of candidates (for senior leadership, dean, and faculty positions, we should be conducting national searches, with internal candidates welcome to apply)
4. forming homogenous search committees; the search committees are formed mostly by appointing the same group of people.

As a task force, we recognize that women and minorities need to be intentionally and aggressively recruited. Competition is intense and candidates must be recruited as you would any other outstanding candidate. All students, but particularly minority students, need to have diverse faculty and leaders. First and foremost, we need to use academic resources already created to aid in the hiring of diverse faculty. The DiversityTrio.com organization can assist organization with their diversity outreach, OFCCP Compliance (Office of Federal Contract and Compliance Programs), and advertise jobs at academic minority-focused websites, including:

- [AsiansInHigherED.com](http://AsiansInHigherED.com)
- [BlacksInHigherED.com](http://BlacksInHigherED.com)
- [DisabledInHigherEd.com](http://DisabledInHigherEd.com)
- [HispanicsInHigherEd.com](http://HispanicsInHigherEd.com)
- [LGBTInHigherEd.com](http://LGBTInHigherEd.com)
- [NativeAmericansInHigherEd.com](http://NativeAmericansInHigherEd.com)

- [VeteransInHigherEd.com](http://VeteransInHigherEd.com)
- [WomenAndHigherEd.com](http://WomenAndHigherEd.com)

In this report, our focus will be on the recruitment, transition, and retention of diverse faculty members, but many of these points apply to staff positions as well. We recommend using an Institutional Model of Faculty Diversity.

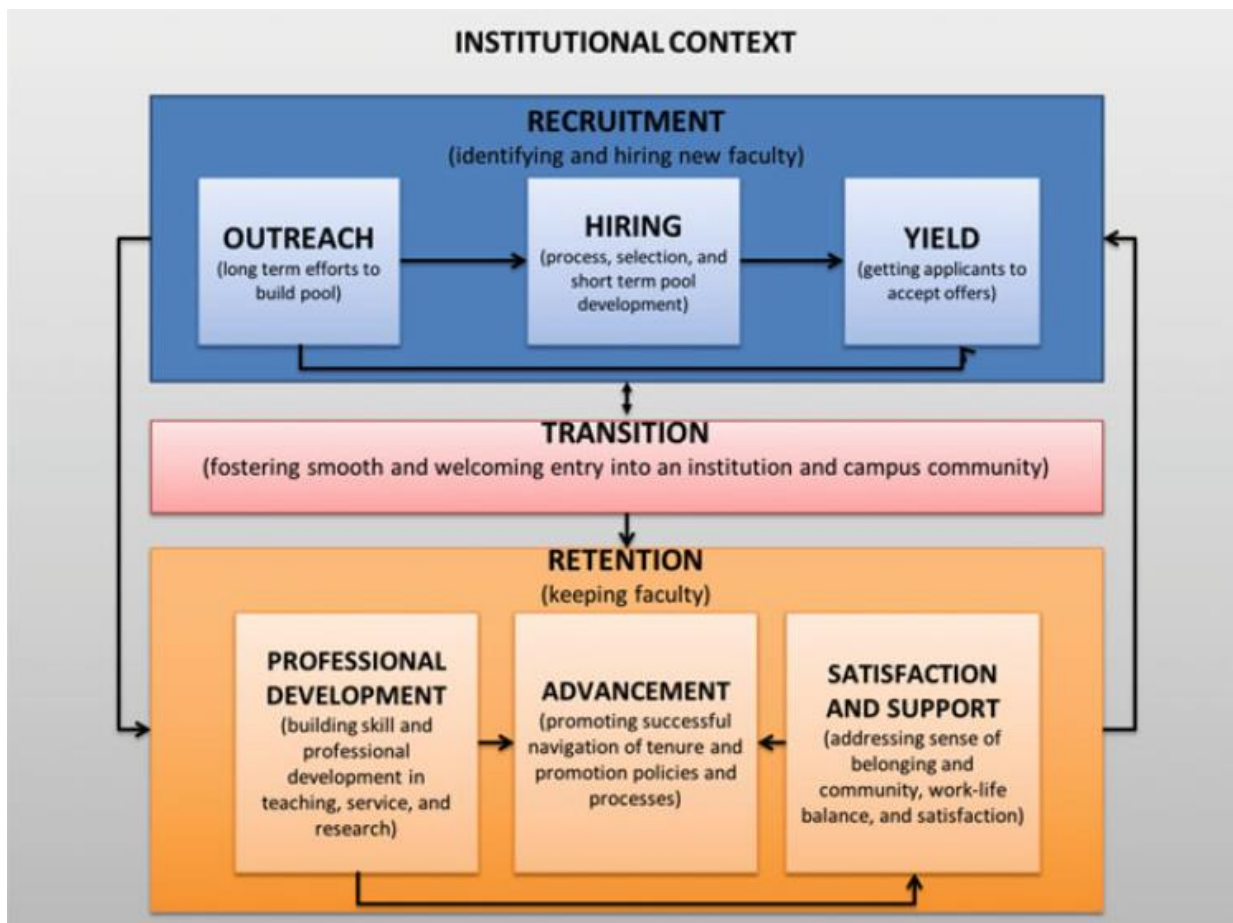


Figure 1: The Institutional Model of Faculty Diversity

### Recruitment

According to the DiversityTrio.com website, they have hundreds of thousands of diverse job seekers who view the job boards every month. Beyond these websites, there are numerous

recommendations the task force has related to recruiting minority and female faculty members. Women are included in this section of the report to acknowledge intersectionality. The college has a strong record of hiring women in the faculty. However, when you consider Asian women, Black women, Latinas, the college does not. Just including race does not address issues of intersectionality. As the college meets its diversity goals, it will need to pay attention to ensuring that diverse women are accepted in the community and successful in attaining promotion and tenure. They are outlined below:

1. Identify and achieve consensus on goals for increasing equity and diversity in faculty hiring. What does the college and specific departments hope to accomplish by hiring and retaining a more diverse faculty? How is this best accomplished with junior and/or senior hires? Is this accomplished by engaging in a cluster hire (i.e., a strategy to diversify the faculty at colleges and universities by hiring multiple scholars into one or more departments based on shared, interdisciplinary research interests and/or lived experiences)
2. Review all job descriptions to ensure they accurately reflect the duties and responsibilities for the position, and the minimum and preferred qualifications. Analyze whether the qualifications are inclusive as opposed to exclusionary, and whether they could be modified to incorporate a less traditional perspective.
3. Widen our assumptions about the meaning of “qualified.” Faced with criticism for their poor hiring record, academics and leaders often insist: “Well, we tried, but there are just not enough qualified candidates who are persons of color.” A modern retort might be: Perhaps you are defining positional qualifications too narrowly or you did not look hard enough.
4. Draft advertisement(s) for faculty position(s) using the identified goals for improving equity from the EDI strategic plan.
5. Write directly to colleagues at other institutions to request nominations of minority and women candidates.
6. Write to historically Black, predominantly Latinx, and tribal colleges and universities to secure lists of faculty and doctoral students graduating in relevant disciplines.

7. Write to minorities and women one year prior to their completion of a Ph.D. or Ed.D. program to inform them of upcoming job openings. Letters should clearly state needs and interests of the program and be followed up by telephone calls.
8. Consider women and minorities who have performed successfully as lecturers, instructors, or research associates in the department and at other institutions.
9. When faculty attend conferences, particularly ones that attract large numbers of women and minority faculty, combine visits with recruitment efforts for present and future positions.
10. Send small teams of faculty, students, and administrators for visits to campuses where potential minority and women students/applicants reside.
11. Keep resumes of prospective candidates on file and contact them when a recruitment begins.
12. Search for senior scholars who may be employed outside of academia but who, through cutbacks or simply the desire for a career change, may be well suited to a faculty position.
13. Contact women and minorities who have received significant grants or professional recognition and ask them to suggest promising women and minority scholars.
14. Create a job alert site on the college's human resources page where individuals who visit the college's webpage can register, set up a profile, and be notified with a job posting matching characteristics in their profile match. An example of such a job alert exists at many academic institutions, including Dartmouth College at [https://searchjobs.dartmouth.edu/interest\\_cards](https://searchjobs.dartmouth.edu/interest_cards).
15. Use the visiting scholar, fellowship, or scholar in residence programs (see below) to create opportunities for women and minorities. This contact may pave the way for recruitment to a regular tenure-track position. Make these positions more desirable by offering housing, meal plans, and support for Ph.D. candidates still completing their dissertations.

Once the college has a diverse pool of candidates, we must think about the barriers that stop talented minorities and women from rising to the top to secure a position at the college. Search committees should have training on how to devise a job advertisement, conduct interviews, and



minimize their biases throughout the hiring process (Cavanaugh & Green, 2020). Regardless of whether a search committee member has served on a search before or holds a leadership position (e.g., director, dean, vice president, president), the training needs to occur before each search (Cavanaugh & Green). Listed below are few barriers that commonly occur:

1. People on search committees often have the impulse to label minority candidates in a condescending manner, such as “promising”, rather than recognizing their “talent” for what they have already accomplished. The label of “promising” interferes with giving candidates full consideration.
2. Committee members need to continually examine whether their judgments are mediated by implicit biases as they consider the quality of someone’s research, a person's character, or experience.
3. Committee members make assumptions about candidates and incorrectly imagine the struggles of minorities. We should not assume a member of a particular racial group will not accept the position because New Hampshire lacks diversity or assume a woman who completed her doctoral work later in her life is not a serious scholar.
4. Committees should resist the tendency to measure individuals and their credentials against one standard. Candidates who received their degrees later in life, who worked part-time when their children were young, or whose teaching and publication experience is not "mainstream" may bring rich experiences and diverse backgrounds to the campus.
5. Committees should resist thinking about how diversity will disrupt a department or whether a candidate is a good “fit” in the department. They should think about the new dimensions that diverse candidates will bring to the department.

Two members of the task force, Kathleen Farrell and Nabilah Abdalla have been working with the director of human resources, Heather Zahn, and the vice president of finance and administration, Karen Bonewald, to begin changing some of Colby-Sawyer College’s hiring practices. Below is a summary of these changes:

1. HR will consistently ask candidates to describe how they can contribute to EDI on campus in their application
2. HR will use student interns or graduate assistants to research relevant professional organizations focusing on diversity and send all job ads to these organizations (this would be for all positions in which a search committee is named).
3. HR will encourage search committee members to use their personal and professional networks and send job ads out to people who may know diverse candidates (i.e., faculty members may send emails to their mentors from grad school, etc.)
4. The college will begin collecting data from candidates on their racial/ethnic identifications so we can determine whether we are recruiting diverse applicants and not hiring them, or just not recruiting diverse applicants.

### Transition

While we never want to assume a minority candidate will not accept a position at our college because we are not diverse and the surrounding area lacks diversity, we do want to ensure our community is welcoming and inclusive to diverse employees. That may be difficult when there is not a critical mass of diverse employees who can support each other at the college yet. One way to help with community climate is cluster hiring. Admittedly, this takes delicate maneuvering to make this happen where everyone in the community accepts people were not hired simply because of their minority statuses, but rather the community believes the new hires' talent and wealth of knowledge and expertise will enrich the community.

Cluster hiring is a way to begin making the college community climate warm and inviting to potential hires and new hires. As stated earlier, cluster hiring is a strategy to diversify the faculty at colleges and universities by hiring multiple scholars into one or more departments based on shared, interdisciplinary teaching and research interests and/or lived experiences (Urban Universities for Health, 2015). To achieve cluster hiring, administrators must be willing to do following:

1. allocate funding for this enterprise
2. select the clusters (i.e., is it around creating a new program that will increase diversity because of the nature of the research—e.g., ethnic and racial relations—or are you bring a particular type of lived experience diversity—e.g., domestic African Americans or domestic Asian Americans)
3. execute searches using the recruitment tools outlined above
4. support the new faculty by acknowledging the creation of the cluster and its purpose
5. have the cluster meet regularly together without other members of the community to encourage forthright conversations about EDI at the college
6. grow the cluster over time
7. assess outcomes including, retention rates and promotion rates

Once a successful candidate has been hired, there are often many months before the new colleague begins one's new faculty position (Griffin, 2019). This should be an opportunity to build connections, begin introducing the person who has been hired to the campus community, answer concerns, and assess the professional development needs. Part of the professional development needs might include addressing issues around minority status at a predominately White institution (Griffin). Further, there are stressors minorities and women faculty members experience that lead to retention problems (Croom, 2017; Eagan et al. 2015). These stressors need to be recognized and addressed (Fries-Britt et al., 2015) during the transition period and through the colleague's career. One way to address these stressors is to create a mentoring program that is focused on EDI issues.

### Retention

Once new colleagues have become acclimatized to the culture and the community, the focus needs to shift to retention and promotion. Figure 1 clearly shows how we retain all faculty, but particularly minority faculty and women. It is important to help colleagues build skills and professional development in teaching, scholarship, and service. New colleagues need a clear navigation of tenure and promotion policies and processes, including ones not stated in the faculty handbook. Finally, administrators need to address a sense of belonging and community

that includes all community members, allowing for a work-life balance, and job satisfaction. Ultimately, the college should determine how many faculty will mentor each early-career faculty member, enumerate what this mentorship will entail (reading grants, shepherding through review and promotion processes, etc.), and how often they will meet.

**Recommendation 5: Work with Established Domestic Faculty-Exchange and Student-Exchange programs or Create Faculty Exchange programs with southern Universities and Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutes (HSI), and Tribal Colleges**

David J. Smith wrote in 2017 for Inside Higher Ed magazine that colleges should establish a national exchange program that provides students the opportunity to experience other parts of the country and get to know people in different settings.

While there have been many international faculty exchange programs, including the Fulbright program, there are more domestic faculty-exchange programs being established in the United States every year. Because Colby-Sawyer College is predominately White in both the student body and the staff-faculty body, we recommend creating exchanges for both faculty and students. Below are examples of colleges and universities that have student and/or faculty exchanges:

- <https://cas.nyu.edu/content/nyu-as/cas/aap/domestic-exchange.html>
- <https://marshall.ucsd.edu/programs/exchange-program.html>
- <https://www.csuohio.edu/international/national-student-exchange-program>
- <https://www.spelman.edu/academics/office-of-the-provost/office-of-undergraduate-studies/exchange-programs/domestic-exchange>

While there are plenty of domestic exchange programs for both faculty and students already that the college does not utilize, Colby-Sawyer College could proactively work with a few targeted institutions to create a lasting, mutually beneficial relationships with colleges/universities that have diversity. Further, we could invite scholars-in-residence who teach EDI topics or are part of

a minority group. Ultimately, these exchanges would expand personal and professional networks and help diversify the experiences of staff and students at our college and our exchange colleges.

**Recommendation 6: Provide Training of all Employees on Diversity Issues at Time of Hire and Provide Additional Training Regularly**

According to Dobbin and Kalev (2018) there is compelling research that has suggested required EDI training (e.g., workshops on microaggression and implicit bias) is often ineffective and sometimes counterproductive. Carter et al. (2020) offered not all anti-bias and EDI training fails. In their research report, these authors suggested administration needs to be realistic about what training can accomplish on its own. If administrators believe training will combat all incidences of bias on campus, they are unrealistic. If administrators believe training will deal systemic discrimination that is pervasive throughout institutions, they are unrealistic. Clear, realistic goals must be established before the training begins. Effective training is uncomfortable. Do not avoid making participants uncomfortable by superficially covering the topics. The researchers recommended administrators encourage attendees to recognize and manage their bias, but to acknowledge this is hard for everyone to do; attendees need to know it is an ongoing process. Finally, all training programs need to be evaluated for efficacy. Training programs need to be revised based on assessment feedback. A canned, one-fits-all training will be ineffective.

The task force recommends all employees within their first three months of joining the community must complete diversity and anti-bias training. More specialized anti-bias training may be appropriate for employees who are promoted and are responsible for hiring and supervising other employees.

Beyond these trainings, employees should have regular opportunities to participate in anti-bias training that might specialize in a specific topic (e.g., White supremacy, implicit bias, microaggressions). These trainings should not be required. When people are ready to work toward diversity excellence, they will seek out opportunities to participate in these types of trainings. Also, people will seek these opportunities if their time and energy is recognized, compensated, and/or rewarded.

### **Recommendation 7: Use a Name Pronunciation Tool throughout the College**

While students are asked to provide their correct name pronunciation of their full name at graduation, there does not appear to be an opportunity for all students and employees to offer this information through one of our current systems (e.g., Outlook programs, PowerCampus, SharePoint, Moodle, etc.). Many schools use correct name pronunciation apps. Below are a few college websites with instructions on how to use the apps:

- [https://www.dartmouth.edu/reg/guides/name\\_pronunciation\\_tool\\_guide.html](https://www.dartmouth.edu/reg/guides/name_pronunciation_tool_guide.html)
- [https://harvard.service-now.com/ithelp/estrhelph@harvard.edu?id=kb\\_article&sys\\_id=fa43e822db80eb40a4557837b99619ca](https://harvard.service-now.com/ithelp/estrhelph@harvard.edu?id=kb_article&sys_id=fa43e822db80eb40a4557837b99619ca)
- <https://support.champlain.edu/knowledge-base/using-namecoach-to-share-the-pronunciation-of-your-name-and-affirming-pronouns/>
- <https://news.stanford.edu/2016/08/25/hear-name-say-correctly/>
- [https://www.amherst.edu/offices/it/knowledge\\_base/academic-resources/moodle/communication/using-namecoach](https://www.amherst.edu/offices/it/knowledge_base/academic-resources/moodle/communication/using-namecoach)

Many institutions are using NameCoach, a service that helps combat the problem of name mispronunciation. Watch the YouTube video on NameCoach and its importance to supporting diversity on college campuses at <https://www.youtube.com/watch?v=6FMo81sIWac>.

### **Recommendation 8: Continue to Revise the College Curriculum Particularly the Liberal Education Curriculum**

Equity, Diversity, and Inclusion (EDI) in the curriculum was assessed using a faculty survey soliciting both quantitative and qualitative responses. See Appendix B for a hardcopy of the survey. A total of 37 members of the faculty participated, with representation from all 3 Schools (SAS-13; SBSS-12; SNHS-11; Other-1). Because some responses could act as potential identifiers, faculty participation was voluntary. A wide range of programs was represented with this approach (see survey Q4).

Race, Racism, Racial and Ethnic diversity/inclusivity (Q5, Q6): Nearly half (49%) of the respondents indicated they include this content in 3 or more of their program-specific and/or core courses. Only 13% do not include this content in any of their typical program/core course offerings.

In the last two academic years, 46% (17/37) of respondents have taught Liberal Education (FYE/FYS; ITS/IE) and/or Honors courses with content associated with race, racism, and ethnicity.

Comfort, Willingness, Typicality regarding Race/Ethnicity Content (Q7, Q22, Q23):

Faculty report being either “very comfortable” or “somewhat comfortable” with the inclusion of this material, and “very willing” or “willing” to pursue means to incorporate it more, at very high rates (80+%). Issues around race/diversity emerge organically in some courses- without instructor prompts- in about 33% of the courses surveyed here. It was seen as either neutral or atypical in 66% on a Likert-type scale rating of “typicalness”.

Other EDI concepts (non-race, non-ethnic) and Intersectionality (Q10, Q15, Q24, Q27, Q29)

A series of questions was included on the survey to assess other EDI issues and intersectionality (Q24, Q27). Respondents were asked to select all that apply, and many categories had strong representation. Socioeconomic status, gender, gender identity, sexual orientation, religion, and disability were notable choices. Approximately 70% of respondents indicated they have EDI/intersectionality content in their course(s).

Content Presentation/Assessment (Q11, Q16, Q25, Q26)

Lecture-based discussion and film/video were most often cited method of instruction and content presentation for race and EDI/intersectionality. Projects, presentations, assignments, and forum posts were all common assessment methods. Exams/quizzes was least common.

Student Outcomes, Competency, Institutional Support (Q28, Q30, Q19, Q20)

This series of questions was aimed at assessing how well the faculty perceive their own confidence and competency, and their students' abilities and competency in the areas of race, racial diversity, and ethnicity. Faculty submitted responses on how they may improve their own competency and how the institution might support that development.

Self-reported surveys can provide a useful baseline for self-evaluation at the institutional level. The strengths and challenges of such a tool are well-known. Here, there is strong evidence of widespread inclusion of EDI content in the program-specific courses and liberal education core courses, as well as the FYE/IE/Honors specific courses.

The willingness and comfort of EDI-related material in our teaching is rated quite high. The Likert-type scale distribution moves closer to center when competency and confidence-of both the instructor and the student- is the rated item.

Several instances of the "need to update" course catalog descriptions, syllabi, and learning outcomes of individual courses were noted in the open-ended survey questions. This should be done at the School level.

Many responses identified openness to more Professional Development (PD) opportunities in this area. The suggested PD opportunities ranged from voluntary TEC-sponsored events to more regular, college-wide planned/dedicated PD workshops around EDI content. This would be best done at the Academic Area level.

Finally, many respondents identified a "top-down" approach in curriculum development, recruitment, and hiring practices. In light of these results, the task force recommends we continue to revise the curriculum to incorporate more EDI content and provide training for faculty members who wish to do so.

**Recommendation 9: Develop Anti-Racist and Anti-Bias Statements that Live Prominently on our Website and in our Human Resources and Community Responsibility Documents**

The Department of Campus at Colby-Sawyer College states its mission clearly on the college's website. Specifically, it states,



...Campus Safety's mission is to create a safe environment conducive to learning by promoting individual responsibility and community commitment through education, empowerment, engineering and enforcement using proactive partnerships throughout the Colby-Sawyer community. <https://colby-sawyer.edu/campus-safety>

Underneath this statement there is a paragraph referring to the Code of Community Responsibility which is for students. We would recommend that there should be a Code of Community Responsibility for employees as well and there should be access to that code from this page. Further, we strongly recommend an Anti-Racist Statement should live on this page.

While Human Resources hosts a webpage with a statement about Diversity at the college, the page should be updated to include a strong anti-racism statement.

Many colleges and universities have added anti-racism or anti-bias pages to their academic pages as well. Below are a few examples:

- <https://geography.dartmouth.edu/news/2020/06/anti-racism-statement>
- <https://english.indiana.edu/about/diversity-inclusion/statement.html>
- [https://www.dickinson.edu/info/20091/anthropology/4029/anti-racism\\_statement](https://www.dickinson.edu/info/20091/anthropology/4029/anti-racism_statement)
- [https://www.dickinson.edu/info/20039/sociology/4026/anti-racism\\_statement](https://www.dickinson.edu/info/20039/sociology/4026/anti-racism_statement)
- <https://www.wm.edu/as/anthropology/anti-racism-statement/index.php>
- <https://chhs.unh.edu/social-work/about/anti-racism-statement>
- <https://www.gettysburg.edu/academic-programs/history/anti-racism-statement>
- <https://www.brown.edu/academics/sociology/diversity-statement>

These academic pages are particularly compelling because they are framed through disciplinary lens. The task force would recommend each major create a unique anti-racism statement that lives on its program webpage.

We would recommend the following pages should have anti-racism statements to convey throughout the college racism is not tolerated:

- Message from the President (Note: this page does not currently exist. There are many statements from President Stuebner, but they come in the form of press releases)
- Academic Programs Pages
- Admissions
- Baird Health and Counseling Center
- Bias-Related Protocol (add a specific anti-racism statement)
- Campus Safety
- Dining Services
- Human Resources
- Residential Life

Dickinson College's website (<https://www.dickinson.edu/>) is a model of repeating the anti-racism message throughout the website in an authentic, powerful manner. Ultimately, the more places on the Colby-Sawyer website and an individualized statement shaped by each department, the stronger the message will be. Prospective students and families, current students, and employees should be assured this community is safe. Our values should be communicated repeatedly throughout our webpages.

### **Recommendation 10: Revise Required Statements on Syllabi to Include Respect for Diversity Statements**

Respect for diversity should also be clearly stated on course syllabi. This is different than the anti-racism and anti-bias statements. Respect for diversity statements certainly supports those statements, but also emphasizes the importance of diversity. At the University of Iowa, the following statement from a faculty member's syllabus was used as an example of a strong respect for diversity statement.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present

materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

<https://education.uiowa.edu/office-dean/policies/syllabus-checklist>

We recommend the deans and faculty craft a respect for diversity statement that is required to be placed on all syllabi signaling to students that a diverse classroom enriches the learning that occurs.

**Recommendation 11: Provide Internal Grants, Scholarships, and Awards to Faculty, Staff, and Students and Seek External Grants Pursuing EDI Educational Initiatives and Scholarship**

The task force recommends creating internal grants to support EDI projects that enhances the integration of EDI in the college curriculum, promotes teaching-related scholarship, or supports traditional research in EDI. These projects may include changes to the curriculum, teaching practices, or cultural-events programming with the goal of placing EDI at the center of teaching and learning at the college.

We encourage the creation of formalized funding efforts for staff-faculty partnerships, student-faculty partnerships, and student-staff partnerships that work on creating programming through the college that support EDI efforts.

Over the next five years, the grant-writing team, faculty, and staff, need to create a list of the grants that support first-generation college students, underrepresented students, and minority

students on campus and continually apply to those grants. If there are grants that help support minority faculty and their research, we need to be actively seeking those grants as well.

### **Recommendation 12: Endowed Chairs to Support Equity, Diversity, and Inclusion at the College**

Recently President Stuebner announced two new endowed chairs and neither of these chairs were related to equity, diversity, and inclusion. Frankly, this was a missed opportunity. If the college is going to make EDI a priority, it must allocate money to EDI and reward those faculty members who are doing this work. Below are examples of EDI endowed chairs established at other colleges and universities:

- Endowed Diversity Mentor Professor/Faculty: Florida International University
- Edgar B. Jackson Jr. MD Endowed Chair for Clinical Excellence and Diversity: University Hospitals
- Peter Rutkoff Chair of Diversity, Equity and Inclusion : Kenyon College
- Robinson Johnson Endowed Chair in Justice, Equity, Diversity, and Inclusion: University of Minnesota Medical School
- The Charles Lubin Family Chair for Women in Science: Skidmore
- The Quadracci Chair in Social Responsibility: Skidmore

Because we do not have a large diverse faculty, maybe a full professor who receives a diversity endowed chair at our college, could have a history of leading EDI initiatives on campus and would be asked to make EDI programming and education a significant part of one's portfolio as an endowed chair. We recommend future endowed chairs must have a strong EDI component. When there are more diverse faculty, there should be endowed chairs specifically supporting those faculty and recruitment of more diverse faculty. Again, it is important to devote significant money to EDI to show the college's commitment; using endowed chair funding is a way to show that commitment.

### **Recommendation 13: Create an Ombudsperson Position**

The task force recognizes we are recommending more administrative roles, but another recommendation is to add an ombudsperson position. According to the International Ombudsperson Association (IOA), “A college or university ombudsman [sic] is authorized by an institution of higher education to confidentially receive complaints, concerns, and/or inquiries about alleged acts, omissions, improprieties, and/or broader systemic problems with the ombudsman’s [sic] defined jurisdiction and to listen, and offer options, facilitate resolutions, informally investigate or otherwise examine these issues independently and impartially <https://www.ombudsassociation.org/>.”

Recently, the Bias Related Protocol was reinstated at the college and posted on the diversity and inclusion website. Students can read about the purpose of the protocol, they can learn the definition of bias, and then report an anonymous bias related incident. There does not appear to be an equivalent reporting mechanism for faculty and staff.

Faculty and staff are expected to report to the appropriate Title IX officer and do not receive a chance to provide an anonymous report.

Campus Safety processes and investigate the report and forward the report to the vice president and dean of students. The vice president and dean of students will convene a Bias Incident Response Team (BRIT). Subsequently the team will evaluate the known facts of the incident and determine a plan of action to address the incident and community impact. This works extremely well when the reported incident has nothing to do with Student Life, Campus Safety, Baird Health and Counseling Services, Athletics, Campus Activities, and Student Citizenship. However, when it does involve one of these areas, there is an inherent conflict of interest. The vice president and dean of students oversees all these areas, including the staff and policies in these areas.

Because of this potential conflict of interest, an ombudsperson who does not supervise staff, does not serve a specific department, and does not set policy or uphold policy would be an appropriate person deal with bias reports. This person’s work is confidential, informal, neutral or impartial, and independent. The role does not usurp the roles of campus safety, citizen

education, disciplinary hearings, etc. It simply provides another avenue for conflict resolution that is often perceived as fair and rewarding.

Jacqueline Thomsen (2015) discussed the importance of an ombudsperson on college campus. She stated in part, “Students frustrated with the slow pace of administrative responses to issues on campus are taking more drastic measures, going public on social media or sharing their stories with members of the media before officials can present their own solutions”. Thomsen reported that nearly 400 colleges and universities in Canada and the United States have an ombudsperson. The conflicts students bring to these people can be resolved in an effective and efficient manner that is satisfying to all parties involved. Students feel heard. They do not feel the same need to bring the media to critique the colleges or universities.

An ombudsperson provides a safe space for individuals/groups to express their concerns and now they are being heard. Ombudspersons are trained to empathize, clarify, restate, reflect, validate, recognize and set aside personal assumptions, recognize and point out assumptions of the speaker, and ultimately ensure that people are being heard.

**Recommendation 14: Provide opportunities to foster intercultural competence and global engagement.**

The task force recommends emphasizing intercultural competence and global engagement as a desired learning outcome.

Today’s college graduates must be interculturally competent since they interact across all kinds of differences in the workplace and interpersonal relationships. The students need to understand how their lives are connected to global issues. Moreover, they need to recognize their roles and responsibilities as local and global citizens.

Here are a few suggestions for working towards this goal:

- Offering foreign languages:

In our increasingly interconnected world, learning a foreign language can help us to interact positively with those from other cultures, domestic or international. Since Spanish is the fastest growing non-English language in the United States, our health

science students in particular can benefit from learning Spanish to better communicate with patients.

- Develop and support virtual learning/internship experiences:

Design and offer courses through organizations such as Collaborative Online International Initiative (COIL) which aims to “... connect students and professors in different countries for collaborative projects and discussions as part of their coursework.” This might be a cost-effective way for us to expose our students to different cultures and community engaged learning experiences.

- Support academic and faculty exchange and visiting faculty scholars’ programs
- Expand faculty development funds to cover international professional conferences
- Enhanced study abroad experiences:

When study abroad programs are again feasible, we can expand and extend these experiences through cultural mentoring, learning about patterns of cultural differences, reflection on intercultural experiences, active involvement in the cultural setting, pre-departure and re-entry preparation, and onsite intercultural interventions.

## CONCLUSION

It is time for institutional leaders at Colby-Sawyer to shift their perspective. Leaders do not need to “learn”, they need to “unlearn”. Leaders must engage in empathy, recognize, and acknowledge obvious injustices (e.g., few racial minorities in leadership positions), and disrupt the White supremacy model that institutions have adopted. Leaders must act. The above recommendations will be inconsequential if there is not a radical shift of perspective in academe and at this institution. To change the inequality and injustices, colleges and universities must adopt an equity, diversity, and inclusion lens before making every decision, creating policy, and designing programs.

By applying the equity, diversity, and inclusion lens to leadership, it will allow leaders to:

- move away from a groupthink decision making style (i.e., a phenomenon that occurs when a group of individuals reaches a consensus without including diverse voices at the table) to produce better problem-solving solutions by incorporating diverse perspectives
- dismantle systemic barriers and promote inclusion
- sustain a satisfying and respectful working and learning environment where employees feel valued and are compensated appropriately for their work

To apply an equity, diversity, and inclusion lens to leadership, one must first recognize diversity within oneself and others. Such recognition helps one understand multiple factors that influence the ways one designs policies and programs, provides services, and interacts with students, staff, and faculty. It is important to question one's own ideas and assumptions. Think how one may have inadvertently excluded people of minority statuses or inadvertently assigned them to a lower social or professional class within an institution. Also, always ask about inclusion. It can start with three simple questions that were outlined by Ameil et al. (2020):

- Who is not included in the work you do?
- What contributed to this exclusion?
- What can I do differently to ensure inclusion?

Promising Practice is a company that offers workshops sponsored by the Canadian government to help cities and other institutions begin to dismantle White supremacy. The principles this company offers can be adapted to work in other institutions. In Appendix D you will find part of the Promising Practice that helps leaders adopt an equity, diversity, and inclusion lens.

It is no longer acceptable for leadership to wait for people of color and other minorities to be harmed. It is no longer acceptable to wait until minorities speak up about injustices before leadership acts (Ameil et al., 2020). It is no longer acceptable for leadership to wait for a task force to recommend changes to the institution. It is time for leaders to lead with an equity, diversity, and inclusion lens and dismantle institutional privilege.



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## APPENDIX A

# CSC Equity, Diversity, and Inclusion Faculty/Staff Survey 2021

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Start of Block: Dear Faculty and Staff,

Q31

Dear Colleagues,

Colby-Sawyer College is committed to a campus climate that welcomes, values, and represents equity, diversity, and inclusion. We believe a diverse community is critical to the emotional, psychological, and intellectual growth of faculty, staff, and students.

**Equity:** We value the fair and just treatment of all faculty, staff, and students. We will create opportunities and minimize the barriers that have prevented the full participation of historic and current under-represented and marginalized groups. We will actively challenge and respond to bias, harassment, and discrimination.

**Diversity:** We recognize the important contributions diverse perspectives and lived experiences bring to our community. We seek to increase our diversity in the faculty, staff, and student body. At Colby-Sawyer, we adopt a comprehensive definition of diversity and recognize that there are various ways that individuals and groups can be disadvantaged in traditional power structures. This expansive definition includes but is not limited to race, ethnicity, nationality, citizenship status, sexual orientation, gender, gender expression, gender identity, religion, socioeconomic status, language, age, and cognitive and physical (dis)ability status and where all of these identities intersect.

**Inclusion:** Our college will continue to make our faculty, staff, and students feel welcomed, valued, respected, and supported to fully participate in our community. There will be an intentional, ongoing effort to ensure diverse individuals' voices are heard. In order to create and sustain an equitable, diverse, and inclusive community, we must understand student perspectives and experiences related to their work and study and Colby-Sawyer College.

This survey is designed to help the Equity, Diversity, and Inclusion (EDI) Task force gain an understanding of the college climate. Your feedback will help inform the strategic direction of Colby-Sawyer College. All responses will be analyzed, and reports will be issued during the 2020-2021 academic year detailing a summary of the results. Each response will be anonymous and kept strictly confidential. The survey asks several demographic questions that will later allow for analysis comparing the campus climate responses and experiences of the many identities and groups of people represented at the college.

There are no risks in participating in this research beyond those experienced in everyday life. Some

of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time. Students who experience discomfort are encouraged to contact the Baird Health and Counseling Center or their primary healthcare provider. The results of the questionnaire will provide important information about the college's climate and will help us in our efforts to ensure that the environment at Colby-Sawyer College is conducive to an academic learning environment.

Your responses will be strictly confidential and will not be part of any academic, medical, employment or disciplinary record. No individual identifiable information will be collected or reported. We will not report any group data for groups of fewer than 6 individuals that may be small enough to compromise identity. Instead, the analysts will combine the groups to eliminate any potential for identifiable demographic information.

**This survey is voluntary. You do not have to participate in this survey and- if you do choose to participate- you may skip any question you do not feel comfortable answering and you may exit the survey at any time. If you do not have an answer or "do not know" for any of the questions, simply leave the answer blank or do not provide a rating.**

If you decide to complete this questionnaire, it will take approximately 15 to 20 minutes. Please read each question and rating scale carefully before answering.

If you have any questions, comments, or concerns about the survey please contact Lynn Garrioch, chair of the EDI Task Force, at lgarrioch@colby-sawyer.edu or Kate Turcotte, co-chair of IRB, at kate.turcotte@colby-sawyer.edu.

Thank you in advance for your participation.

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Q56 ELECTRONIC CONSENT: Please select your choice below. Clicking on the "Agree" button indicates that

You have read the above information    You are a member of the Colby-Sawyer College community    You voluntarily agree to participate    You are 18 years of age or older

Agree (1)

Disagree (2)

*Skip To: End of Survey If ELECTRONIC CONSENT: Please select your choice below. Clicking on the "Agree" button indicates th... = Disagree*

Start of Block: Demographic Information: Part I

Q1 Please identify your primary role at the college.

- Senior Staff (1)
- Staff (2)
- Faculty (3)

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*Display This Question:*

*If Please identify your primary role at the college. = Faculty*

Q1B Please indicate your faculty rank at the college.

- Adjunct Professor (1)
- Assistant Professor (2)
- Associate Professor (3)
- Professor (4)

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Page Break

Q2 What is your gender/gender identity?

- Male (1)
- Female (2)
- Transgender (3)
- Gender Non-Conforming (4)
- Prefer Not to Identify on this Survey (5)
- Preferred response not listed (Please specify): (6)

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Page Break



Q3 Of the following, please mark the one racial or ethnic group with which you most identify.

- African American/Black (1)
  - Asian American/Asian (2)
  - Hispanic/Latinx (3)
  - Middle Eastern/North African (4)
  - Native American/Alaskan Native (5)
  - Native Hawaiian/Other Pacific Islander (6)
  - White (7)
  - Prefer Not to Identify on this Survey (8)
  - Preferred response not listed (Please specify): (9)
- 

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Page Break

Q4 Were you born in the United States?

- Yes (3)
- No (5)
- Prefer Not to Identify on this Survey (4)

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*Display This Question:*

*If Were you born in the United States? = No*

Q5 In which country were you born?

---

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Page Break

Q6 Please indicate your generation status.

- All of my grandparents and both of my parents were born in the United States (1)
- Both of my parents were born in the United States (2)
- One of my parents was born in the United States (3)
- Neither of my parents were born in the United States (4)
- Prefer Not to Identify on this Survey (5)

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Page Break



Q7 With what religious background, if any, do you most identify?

- Agnostic (1)
- Atheist (2)
- Bahá'í (3)
- Baptist (4)
- Buddhist (5)
- Catholic (6)
- Church of Christ (7)
- Christian: Non-Denominational (8)
- Confucian (9)
- Eastern Orthodox (10)
- Episcopalian (11)
- Hindu (12)
- Muslim (13)
- Jehovah's Witness (14)
- Jewish: Orthodox (15)
- Jewish: Non-Orthodox (16)
- LDS (Mormon) (17)
- Lutheran (18)
- Methodist (19)

- Pentecostal (20)
- Presbyterian (21)
- Protestant: Non-Denominational (22)
- Quaker (23)
- Seventh Day Adventist (24)
- Taoist (25)
- Unitarian/Universalist (26)
- UCC/Congregational (27)
- None (28)
- Prefer Not to Identify on this Survey (29)
- Other (Please specify): (30) \_\_\_\_\_

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Page Break

Q8

Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?

- I am currently serving (1)
- I am no longer serving (2)
- I have never served (3)

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Page Break

End of Block: Demographic Information: Part I

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Start of Block: Faculty/Staff Climate Survey Part II



Q9 Please identify the department that you primarily work for.

- Academic Administrative Offices, Human Resources, President's Office, and the Registrar's Office (1)
- Access Resources, Harrington Center, Library, and Student Learning Collaborative (2)
- Admissions and Enrollment Management (3)
- Advancement, Alumni Relations, and Adventures in Learning (4)
- Athletics and Hogan Center (6)
- Baird Health and Counseling Services (7)
- Campus Safety (8)
- Facilities and Housekeeping (10)
- Financial Aid and Financial Services (11)
- Information Technology (14)
- Marketing and Communications (16)
- School of Arts and Sciences (5)
- School of Business and Social Sciences (21)
- School of Nursing and Health Sciences (22)
- Student Development, Residential Education, Retention and Success, Citizen Education, Campus Store, and Student Activities (18)
- Sustainability and Innovation (19)
- Windy Hill (20)
- Other (9) \_\_\_\_\_

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Page Break

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Q10 How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Colby-Sawyer College in the last 4 to 6 months with regard to equity, diversity, and inclusion?

- Extremely Satisfied (1)
- Somewhat Satisfied (2)
- Neither Satisfied nor Dissatisfied (3)
- Somewhat Dissatisfied (4)
- Extremely Dissatisfied (5)

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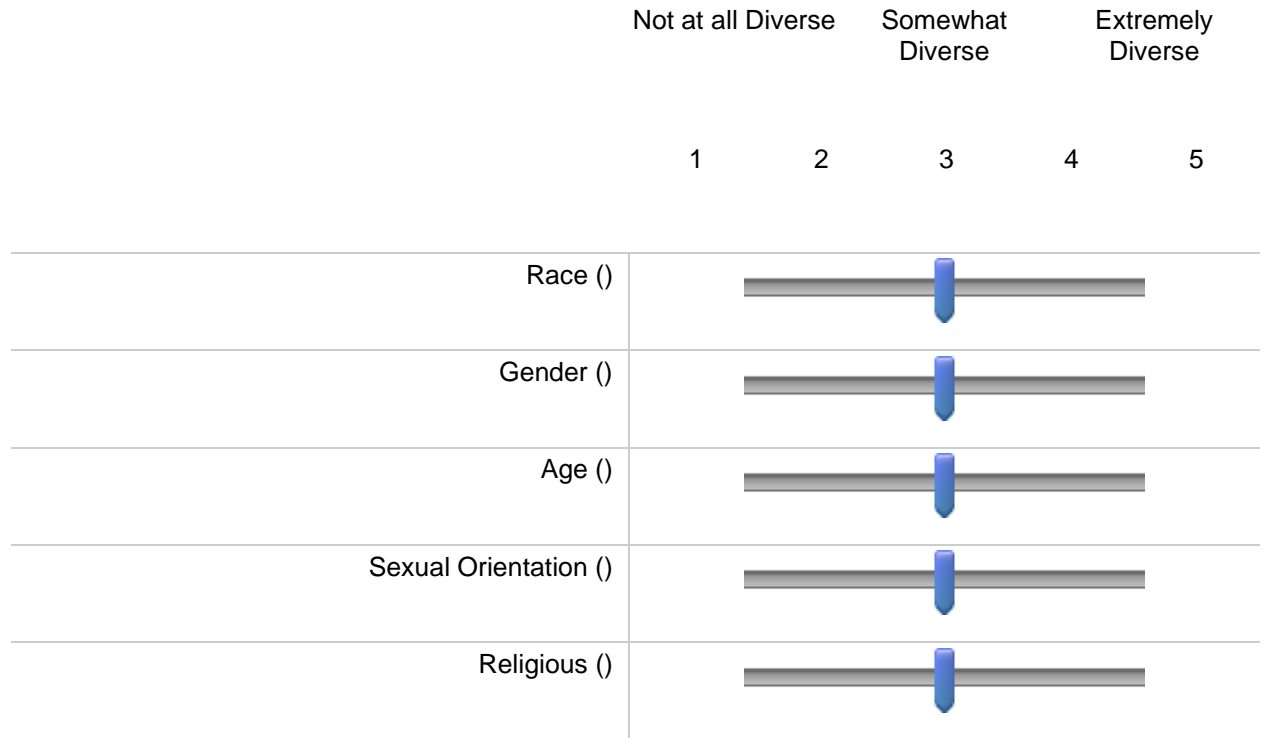
Q 10A How would you characterize the general climate at Colby-Sawyer College?

- Extremely Inclusive (1)
- Somewhat Inclusive (2)
- Neither Inclusive nor Not Inclusive (3)
- Somewhat Not Inclusive (4)
- Extremely Not Inclusive (5)
- I do not know (6)

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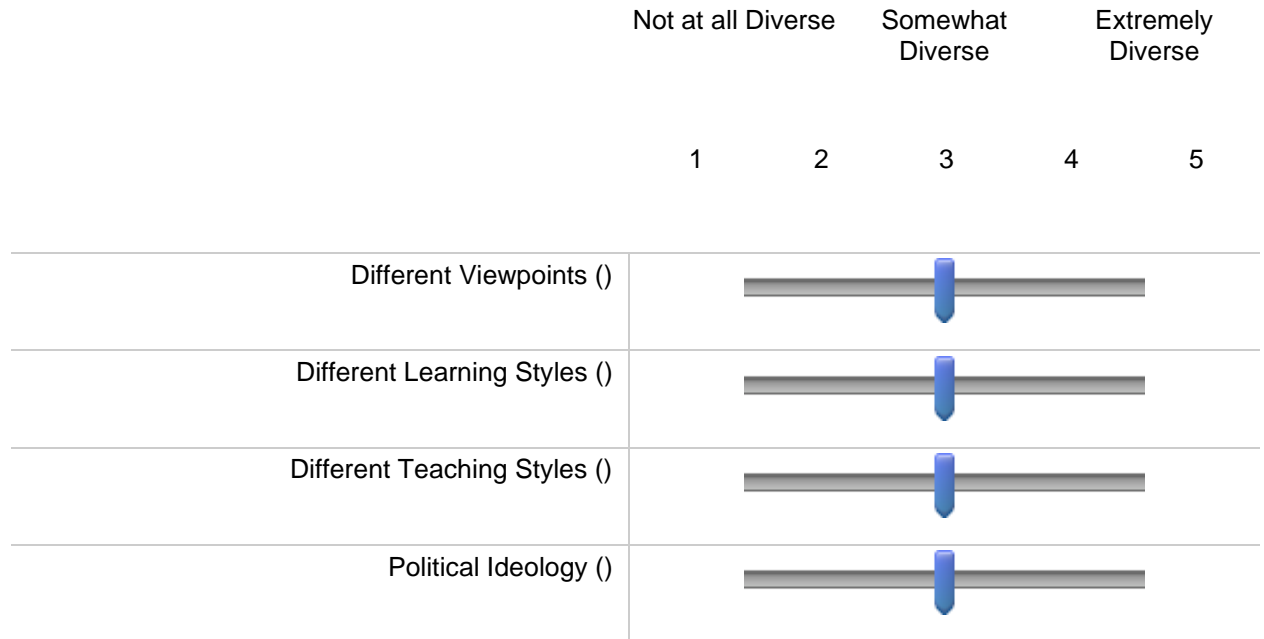
Page Break

Q45 How diverse is Colby-Sawyer College? Please rate each classification.



Page Break

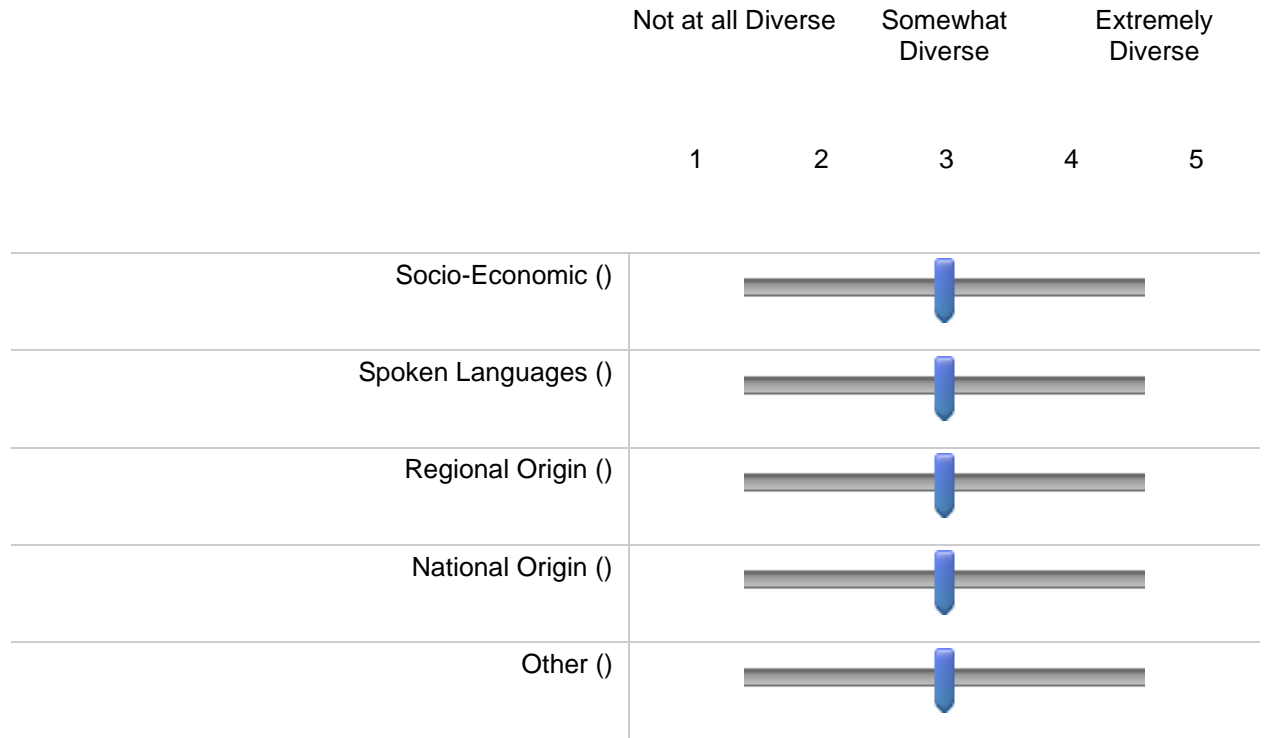
Q47 How diverse is Colby-Sawyer College? Please rate each classification.



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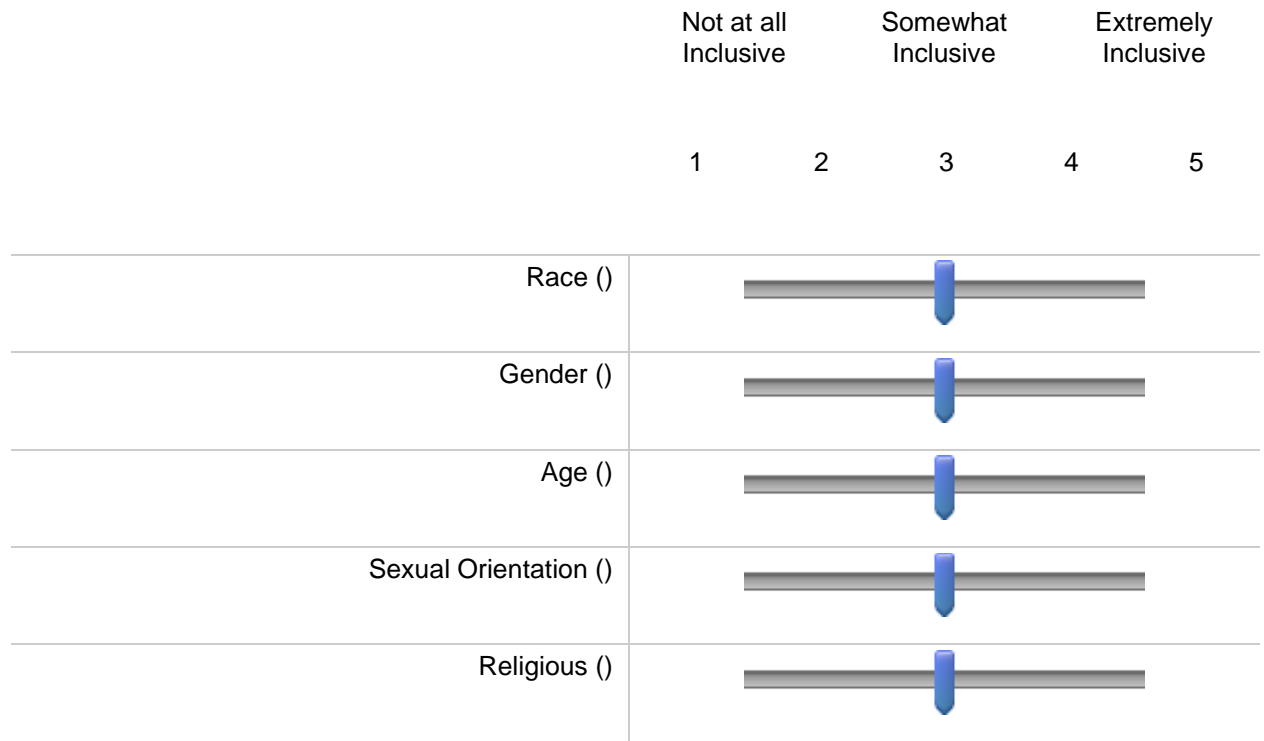
Page Break

Q49 How diverse is Colby-Sawyer College? Please rate each classification.



Page Break





Q51 How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories? Please rate each classification.



Page Break

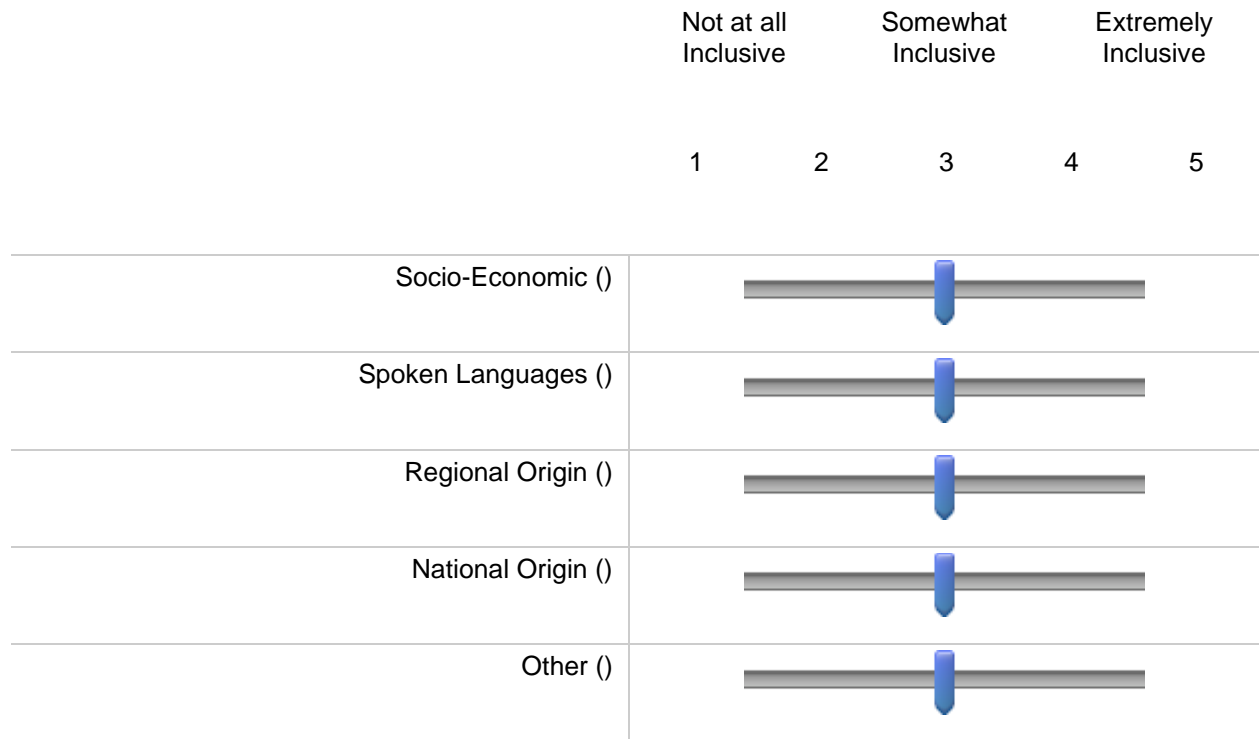


Q53 How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories? Please rate each classification.

	Not at all Inclusive		Somewhat Inclusive		Extremely Inclusive
	1		3		5
Different Viewpoints ()					
Different Learning Styles ()					
Different Teaching Styles ()					
Political Ideology ()					

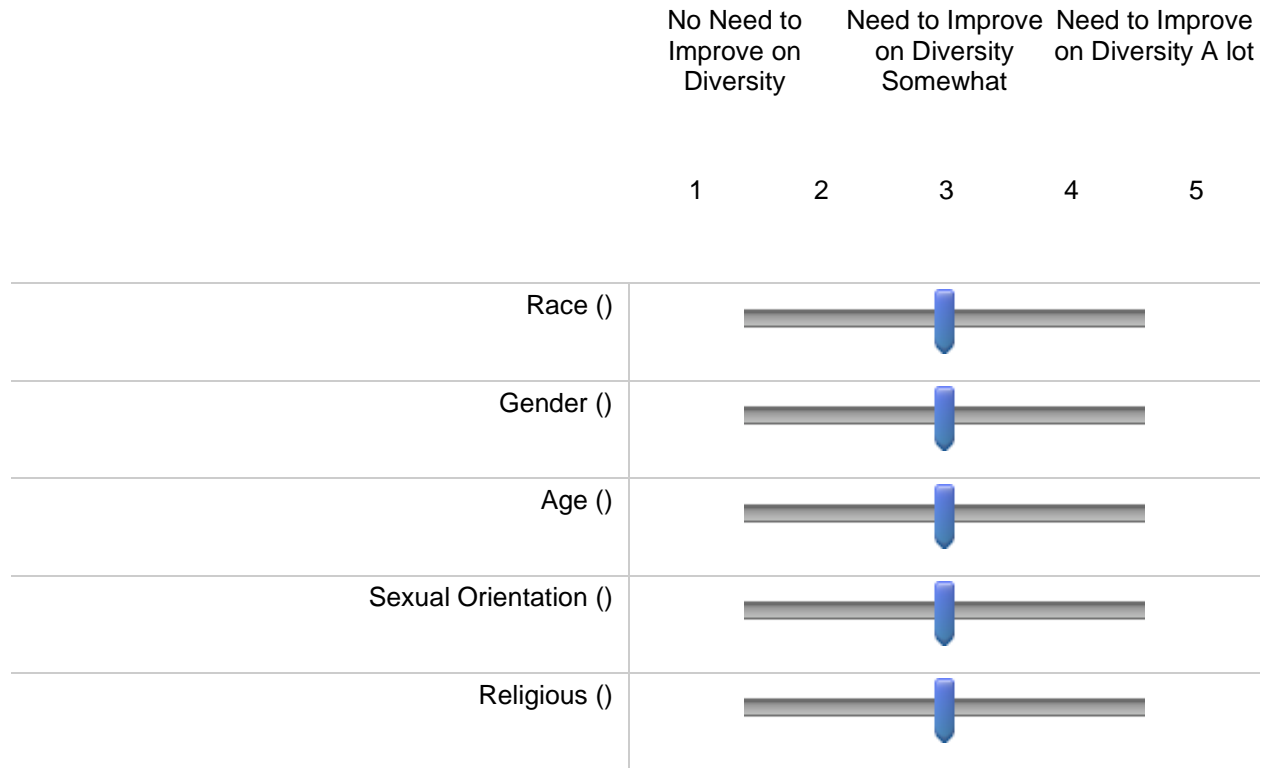
Page Break

Q55 How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories? Please rate each classification.



Page Break

Q57 In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.







Page Break

Q59 In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.

No Need to Improve on Diversity      Need to Improve on Diversity Somewhat      Need to Improve on Diversity A lot

1                      2                      3                      4                      5

Different Viewpoints ( )	
Different Learning Styles ( )	
Different Teaching Styles ( )	
Political Ideology ( )	

Page Break

Q61 In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.



Page Break

Q10B The following questions ask you to rate conditions in your “primary work department.” If you work in two work departments to an equal extent, please simply choose one to rate for this survey.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

My ideas are seriously considered in my department. ( )	
I have a voice in the decision-making that affects my work in my department. ( )	
The workload is fairly and equitably distributed in my department. ( )	
There are fair and equitable processes for determining compensation in my department. ( )	
Rewards for work performance are fairly and equitably distributed in my department. ( )	

Page Break

Q11A Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4	5
Colby-Sawyer College is a friendly campus. ()					
There is obvious racism on Colby-Sawyer's campus. ()					
Colby-Sawyer College is a diverse community. ()					
Colby-Sawyer College is a respectful community. ()					
There is obvious sexism on Colby-Sawyer's campus. ()					
There is subtle or implicit racism on Colby-Sawyer's campus. ()					
There is obvious sexism on Colby-Sawyer's campus. ()					

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 Page Break \_\_\_\_\_

Q11AA Please state how much you disagree or agree with the following statements.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

Senior Staff treat me with respect. ()	
Staff treat me with respect. ()	
Faculty treat me with respect. ()	
Students treat me with respect. ()	

Page Break



Q11AB Please state how much you disagree or agree with the following statements.








Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

I am recognized in my department for my accomplishments. ( )	
I can speak freely about workplace issues. ( )	
I have received professional development opportunities. ( )	
I have received equal career opportunities compared to my peers. ( )	

Page Break

Q11B Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.





	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4	5
Colby-Sawyer is a collaborative community. ()					
Colby-Sawyer is a cooperative community. ()					
Colby-Sawyer is a non-homophobic community. ()					
Colby-Sawyer is a non-transphobic community. ()					
Colby-Sawyer is a supportive community. ()					
Colby-Sawyer is an ageist community. ()					
Colby-Sawyer is a welcoming community. ()					

Page Break

Q13A Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5







I feel valued as an individual at Colby-Sawyer College. ( )	
I feel I belong at Colby-Sawyer College. ( )	
Colby-Sawyer College has a strong commitment to equity, diversity, and inclusion. ( )	
I have considered leaving Colby-Sawyer College because I felt isolated or unwelcomed. ( )	

Page Break

Q54 Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

Website reflects our institution's commitment to diversity. ( )	
Alumni Magazine reflects our institution's commitment to diversity. ( )	
Social Media (e.g., Facebook and Instagram) reflect our institution's commitment to diversity. ( )	
Course Catalogue reflects our institution's commitment to diversity. ( )	
Admissions Materials reflect our institution's commitment to diversity. ( )	
Student and Alumni Accomplishments Posted Around the College reflect our institution's commitment to diversity. ( )	

Page Break

Q12 In the past 4 to 6 months, how often have you been concerned about your physical safety on campus?

- Never (1)
- Seldom (2)
- Sometimes (3)
- Often (4)
- Very Often (5)

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Page Break

Q13B Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5




I am treated with respect at Colby-Sawyer College. ( )	
I feel others do not value my opinions at Colby-Sawyer College. ( )	
I have opportunities at Colby-Sawyer for professional success that are similar to those of my colleagues. ( )	
There is too much emphasis put on issues of diversity, equity, and inclusion here at Colby-Sawyer. ( )	

Page Break

Q13C Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

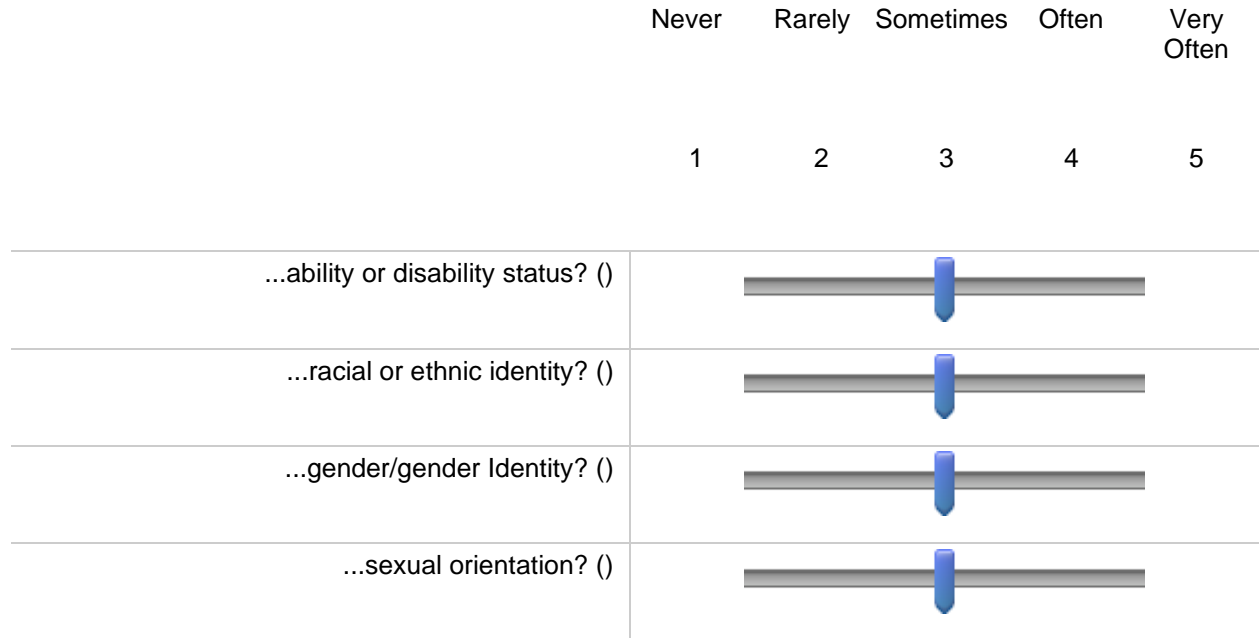
1                      2                      3                      4                      5

Colby-Sawyer provides sufficient programs and resources to foster the success of a diverse staff and faculty. ( )	
I have to work harder than others to be valued equally at Colby-Sawyer. ( )	
My experience at Colby-Sawyer has had a positive influence on my professional growth. ( )	

Page Break

Q13D

Over the last 4 to 6 months, how often have you experienced discriminatory events at Colby-Sawyer College because of your...

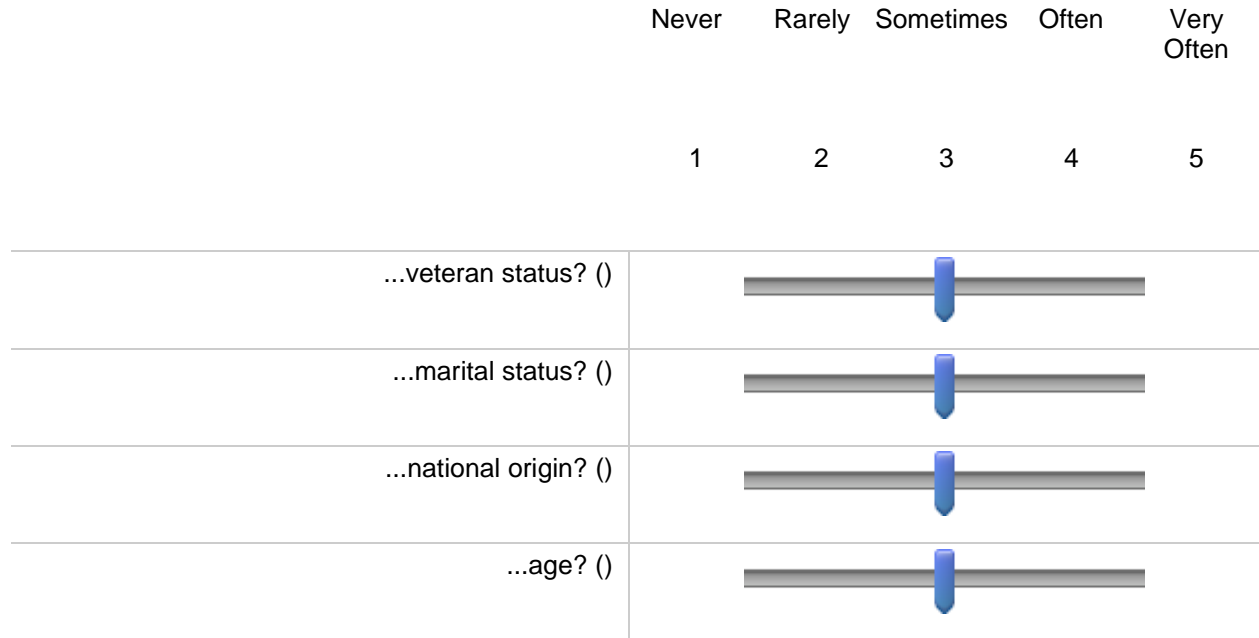


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Q13E

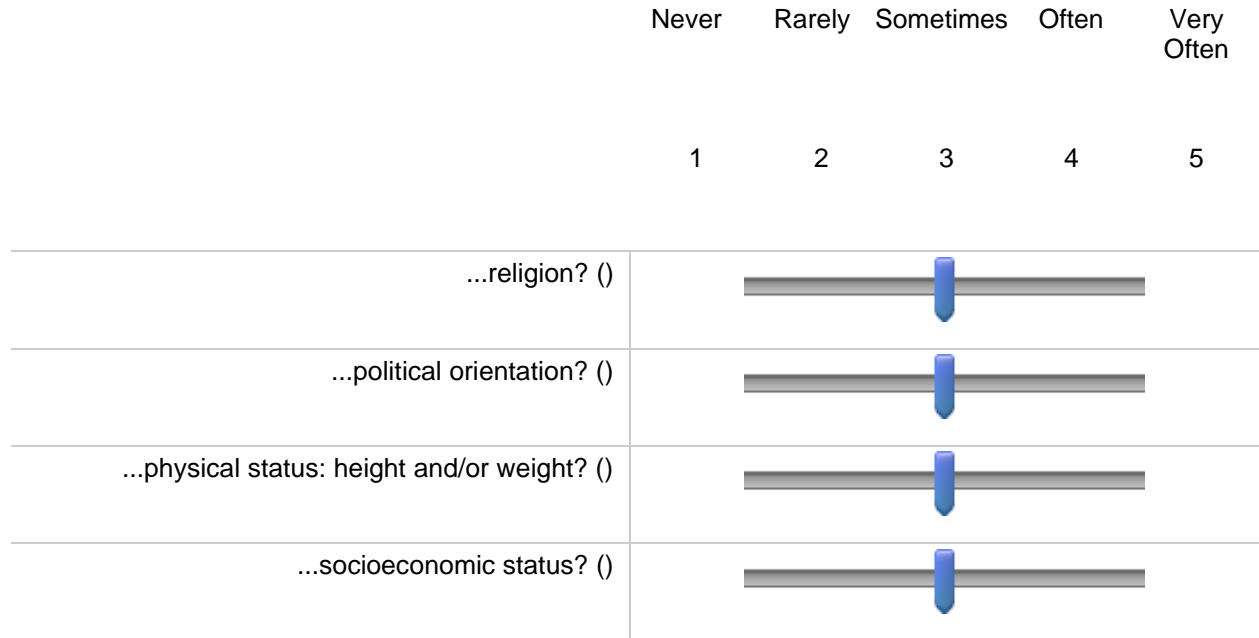
Over the last 4 to 6 months, how often have you experienced discriminatory events at Colby-Sawyer College because of your...



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Page Break

Q13F

Over the last 4 to 6 months, how often have you experienced discriminatory events at Colby-Sawyer College because of your...



Page Break

Q14 In general over the past 4 to 6 months, have you felt discriminated against at Colby-Sawyer College?

Yes (1)

No (2)

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*Display This Question:*

*If In general over the past 4 to 6 months, have you felt discriminated against at Colby-Sawyer College? = Yes*

Q14B Describe how you have been discriminated against Colby-Sawyer College.

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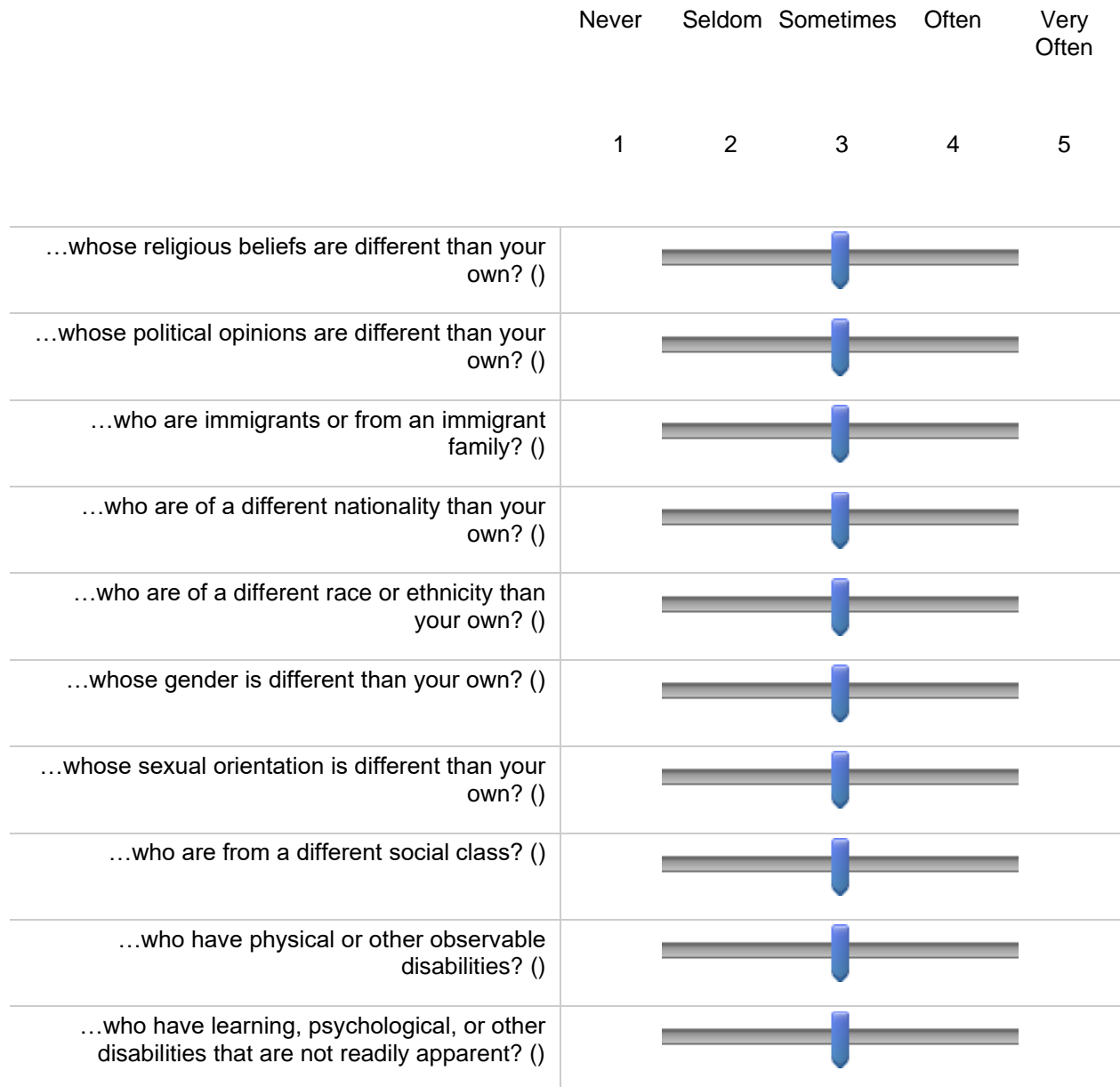
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Page Break





Q15 During the past 4 to 6 months at Colby-Sawyer College, how often have you interacted in a meaningful way with people...



Page Break

Q16

Please indicate how likely you would be able to take each of the following actions at work.

	Never	Seldom	Occasionally	Regularly
	1	2	3	4
Challenge others on derogatory comments. ()				
Challenge others who make jokes that are derogatory to any identity group. ()				
Make efforts to get to know individuals from diverse backgrounds. ()				
Challenge biases that affect your own thinking. ()				

Page Break

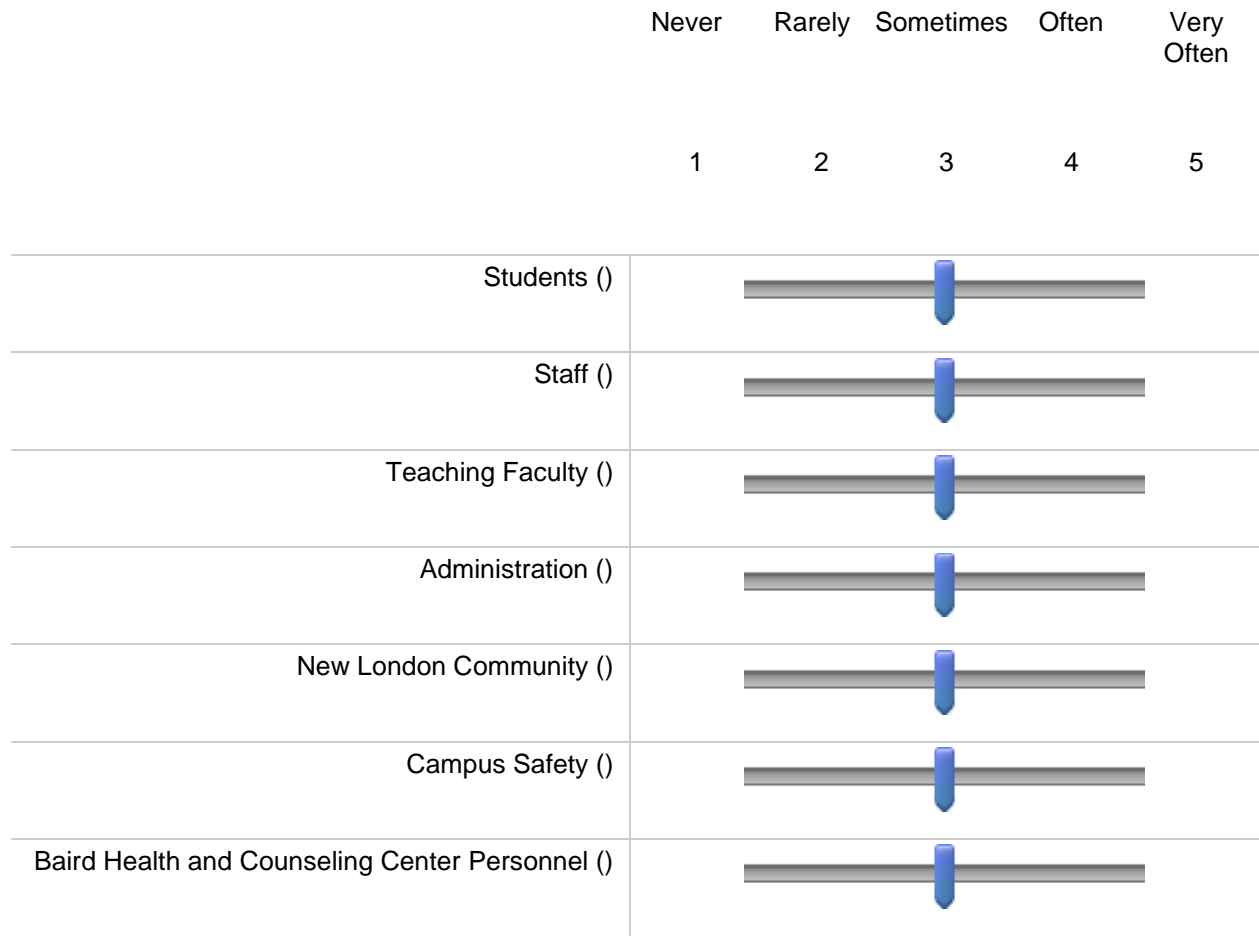
Q16 To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

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Page Break

Q17 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about how often was the source of that remark a member of the following groups?



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 Page Break

*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Students ] >= 3*

Q17A Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard students make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Staff ] >= 3*

Q17B Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard staff make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Teaching Faculty ] >= 3*

Q17C Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard teaching faculty make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Administration ] >= 3*

Q17D Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard administration make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ New London Community ] >= 2*

Q17E Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard New London Community make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Campus Safety ] >= 3*

Q17F Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Campus Safety make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Baird Health and Counseling Center Personnel ] >= 3*

Q30 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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Page Break



Q30B Mark all that apply. During my time at Colby-Sawyer College...

- I have been the target of racial/ethnic slurs, or jokes. (1)
- I have been the target of sexist slurs, language, or jokes. (2)
- I have been the target of racial/ethnic profiling. (3)
- I was the target of graffiti. (4)
- I have had my event advertising removed or defaced. (5)
- I have been the target of derogatory remarks. (6)
- I have been the target of physical violence. (7)
- I have been the victim of a crime. (8)
- I have been singled out as the "resident authority" due to my identity and needed to speak on behalf of my "group". (9)
- I have received derogatory written comments. (10)
- I have received derogatory phone calls. (11)
- I have received derogatory texts/emails. (12)
- I received derogatory social media. (13)
- I felt I was deliberately ignored or excluded. (14)
- I felt intimidated/bullied. (15)
- I felt isolated or excluded when work was required in groups. (16)

I have feared for my physical safety. (17)

I have feared getting a poor grade because of a hostile classroom environment. (18)

Someone assumed I was admitted to the college because of my identity. (19)

Other: Be Specific (20) \_\_\_\_\_


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Page Break

Q31 Please indicate your level of agreement.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

If I experienced or observed an act of discrimination or harassment while at Colby-Sawyer College, I know whom to contact to report the incident. ()	
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Page Break

Q56 Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree





1                      2                      3                      4                      5

<p>Diversity exposes students and faculty to broader perspectives and more ideas, fosters deeper and more critical analysis, and opens new vistas for scholarly inquiry." ( )</p>	
<p>The skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas and viewpoints. ( )</p>	
<p>To advance as a whole community we need to understand different cultures/groups and their perspectives. ( )</p>	
<p>As a society we need to make an effort to understand other cultures, people with different ethnic, socioeconomic, sexual background than ours. ( )</p>	
<p>A diverse campus is essential to preparing students for effective citizenship in an increasingly diverse America. ( )</p>	

Page Break

Q32A Please rate how strongly you agree each of the following would positively affect the climate on campus.

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1	2	3	4	5





Provide diversity training for all teaching faculty ()	
Provide diversity training for all staff ()	
Provide diversity training for all incoming students ()	
Provide diversity training for all students ()	

Page Break







Q32B Please rate how strongly you agree each of the following would positively affect the climate on campus.

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

Provide an ombudsperson to adjudicate issues of discrimination ()	
Increase the diversity of the faculty ()	
Increase the diversity of staff ()	
Increase the diversity of the student body ()	

Page Break

Q32C Please rate how strongly you agree each of the following would positively affect the climate on campus.

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
	1	2	3	4	5
Increase opportunities for cross-cultural dialogue between faculty, staff, and students ()					
Increase opportunities for cross-cultural dialogue among students ()					
Incorporate issues of diversity and cross-cultural competence more effectively into the liberal education curriculum ()					
Incorporate issues of diversity and cross-cultural competence more effectively into the major I primarily teach in ()					

End of Block: Faculty/Staff Climate Survey Part II

## APPENDIX B

# CSC Equity, Diversity, and Inclusion Undergraduate Student Survey 2021

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Start of Block: Dear Students,

Q31

Dear Students,

Colby-Sawyer College is committed to a campus climate that welcomes, values, and represents equity, diversity, and inclusion. We believe a diverse community is critical to the emotional, psychological, and intellectual growth of faculty, staff, and students.

**Equity:** We value the fair and just treatment of all faculty, staff, and students. We will create opportunities and minimize the barriers that have prevented the full participation of historic and current under-represented and marginalized groups. We will actively challenge and respond to bias, harassment, and discrimination.

**Diversity:** We recognize the important contributions diverse perspectives and lived experiences bring to our community. We seek to increase our diversity in the faculty, staff, and student body. At Colby-Sawyer, we adopt a comprehensive definition of diversity and recognize that there are various ways that individuals and groups can be disadvantaged in traditional power structures. This expansive definition includes but is not limited to race, ethnicity, nationality, citizenship status, sexual orientation, gender, gender expression, gender identity, religion, socioeconomic status, language, age, and cognitive and physical (dis)ability status and where all of these identities intersect.

**Inclusion:** Our college will continue to make our faculty, staff, and students feel welcomed, valued, respected, and supported to fully participate in our community. There will be an intentional, ongoing effort to ensure diverse individuals' voices are heard. In order to create and sustain an equitable, diverse, and inclusive community, we must understand student perspectives and experiences related to their work and study and Colby-Sawyer College.

This survey is designed to help the Equity, Diversity, and Inclusion (EDI) Task force gain an understanding of the college climate. Your feedback will help inform the strategic direction of Colby-Sawyer College. All responses will be analyzed, and reports will be issued during the 2020-2021 academic year detailing a summary of the results. Each response will be anonymous and kept strictly confidential. The survey asks several demographic questions that will later allow for analysis comparing the campus climate responses and experiences of the many identities and groups of people represented at the college.

There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time. Students who experience discomfort are encouraged to contact the Baird Health and Counseling Center or their primary healthcare provider. The results of the questionnaire will provide important information about the college's climate and will help us in our efforts to ensure that the environment at Colby-Sawyer College is conducive to an academic learning environment.

Your responses will be strictly confidential and will not be part of any academic, medical, employment or disciplinary record. No individual identifiable information will be collected or reported. We will not report any group data for groups of fewer than 8 individuals that may be small enough to compromise identity. Instead, the analysts will combine the groups to eliminate any potential for identifiable demographic information.

**This survey is voluntary. You do not have to participate in this survey and- if you do choose to participate- you may skip any question you do not feel comfortable answering and you may exit the survey at any time. If you do not have an answer or "do not know" for any of the questions, simply leave the answer blank or do not provide a rating.**

If you decide to complete this questionnaire, it will take approximately 15 to 20 minutes. Please read each question and rating scale carefully before answering.

If you have any questions, comments, or concerns about the survey please contact Lynn Garrioch, chair of the EDI Task Force, at lgarrioch@colby-sawyer.edu or Kate Turcotte, co-chair of IRB, at kate.turcotte@colby-sawyer.edu.

Thank you in advance for your participation.

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Q68 ELECTRONIC CONSENT: Please select your choice below. Clicking on the "Agree" button indicates that \_\_\_\_\_.

You have read the above information	You are a Colby-Sawyer College Community Member
You are 18 years of age or older	You voluntarily agree to participate

Agree (1)

Disagree (2)

*Skip To: End of Survey If ELECTRONIC CONSENT: Please select your choice below. Clicking on the "Agree" button indicates tha... = Disagree*

End of Block: Dear Students,

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Start of Block: Demographic Information: Part I

Q1 What is your major? If you are a multiple-major or are in a joint program, check all that apply.

- Addiction Studies (1)
- Art: Studio Art (2)
- Athletic Training (3)
- Biology (4)
- Business Administration (5)
- Child Psychology (6)
- Creative and Professional Writing (7)
- Crime and Legal Studies (8)
- Environmental Science (9)
- Environmental Studies (10)
- Exercise Science (11)
- Graphic Design (12)
- Health Science (13)
- Healthcare Administration (14)
- History and Political Studies (15)
- Medical Laboratory Science (16)

- Nursing (17)
- Psychology (18)
- Public Health (19)
- RN to BS in Nursing (20)
- RN to BS in Respiratory Therapy (21)
- Self-Design (22)
- Social Work (23)
- Sociology (24)
- Sport Management (25)

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Page Break

Q2 Please identify your current year at Colby-Sawyer College.

- First-Year (1)
- Sophomore (2)
- Junior (3)
- Senior (4)

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Page Break



Q2A What is your age group?

16-19 (1)

20-22 (2)

23-25 (3)

26-28 (4)

29 or older (5)

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Page Break

Q3 What is your gender/gender identity?

- Male (1)
- Female (2)
- Transgender (3)
- Gender Non-Conforming (4)
- Prefer Not to Identify on this Survey (5)
- Preferred response not listed (Please specify): (6)

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Page Break

Q4 Of the following, please mark the one racial or ethnic group with which you most identify.

- African American/Black (1)
  - Asian American/Asian (2)
  - Hispanic/Latinx (3)
  - Middle Eastern/North African (4)
  - Native American/Alaskan Native (5)
  - Native Hawaiian/Other Pacific Islander (6)
  - White (7)
  - Prefer Not to Identify on this Survey (8)
  - Preferred response not listed (Please specify): (9)
- 

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Page Break

Q5 Were you born in the United States?

- Yes (3)
- No (5)
- Prefer Not to Identify on this Survey (4)

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*Display This Question:*

*If Were you born in the United States? = No*

Q6 In which country were you born?

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Page Break

Q7 Please indicate your generation status.

- All of my grandparents and both of my parents were born in the United States (1)
- Both of my parents were born in the United States (2)
- One of my parents was born in the United States (3)
- Neither of my parents were born in the United States (4)
- Prefer Not to Identify on this Survey (5)

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Page Break



Q8 With what religious background, if any, do you most identify?

- Agnostic (1)
- Atheist (2)
- Bahá'í (3)
- Baptist (4)
- Buddhist (5)
- Catholic (6)
- Church of Christ (7)
- Christian: Non-Denominational (8)
- Confucian (9)
- Eastern Orthodox (10)
- Episcopalian (11)
- Hindu (12)
- Muslim (13)
- Jehovah's Witness (14)
- Jewish: Orthodox (15)
- Jewish: Non-Orthodox (16)
- LDS (Mormon) (17)
- Lutheran (18)
- Methodist (19)

- Pentecostal (20)
- Presbyterian (21)
- Protestant: Non-Denominational (22)
- Quaker (23)
- Seventh Day Adventist (24)
- Taoist (25)
- Unitarian/Universalist (26)
- UCC/Congregational (27)
- None (28)
- Prefer Not to Identify on this Survey (29)
- Other (Please specify): (30) \_\_\_\_\_

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Page Break



Q9 Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?

I am currently serving (1)

I am no longer serving (2)

I have never served (3)

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Page Break

Q10 Which of the following best describes the educational experience of your parents/guardians?

- Neither parent/guardian attended college (1)
- Neither parent/guardian has a four-year degree but one or both attended some college (2)
- One or both parents/guardians have a four-year degree (3)

**End of Block: Demographic Information: Part I**

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**Start of Block: Student Climate Survey: Part II**

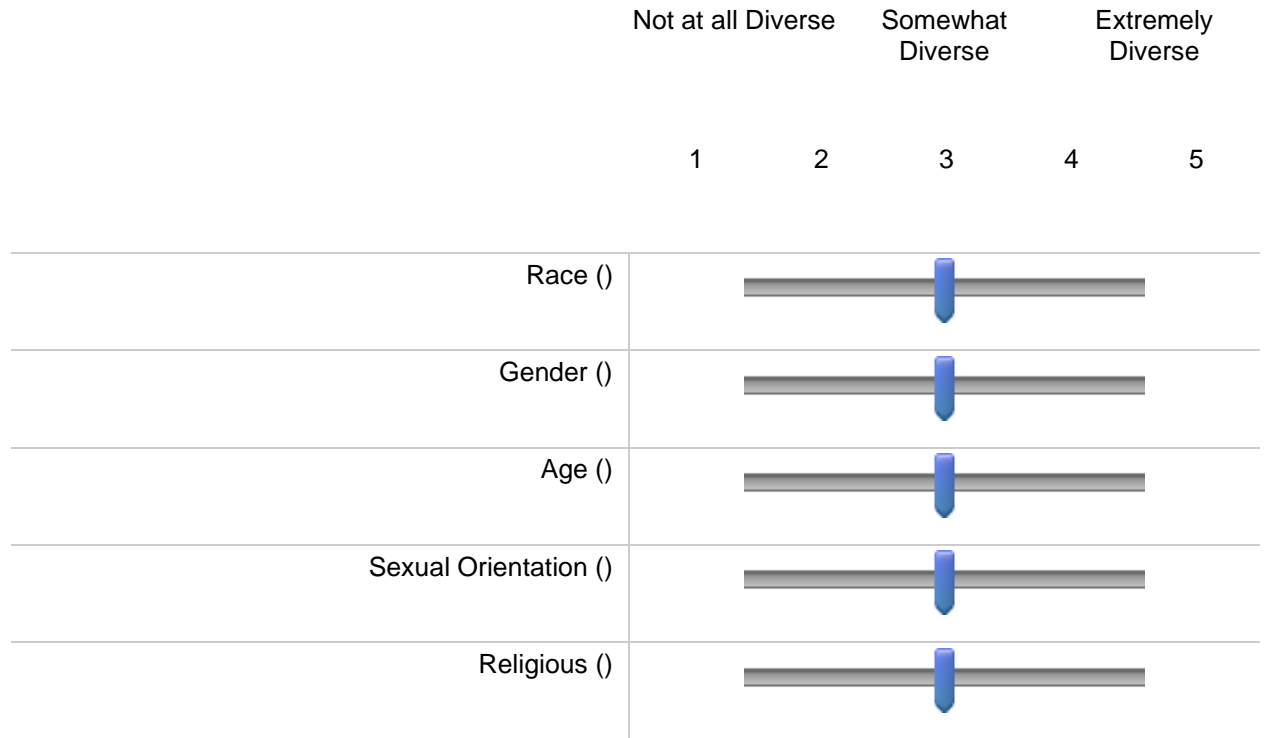
Q11 How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Colby-Sawyer College in the last 4 to 6 months with regard to equity, diversity, and inclusion?

- Extremely Satisfied (1)
- Somewhat Satisfied (2)
- Neither Satisfied nor Dissatisfied (3)
- Somewhat Dissatisfied (4)
- Extremely Dissatisfied (5)

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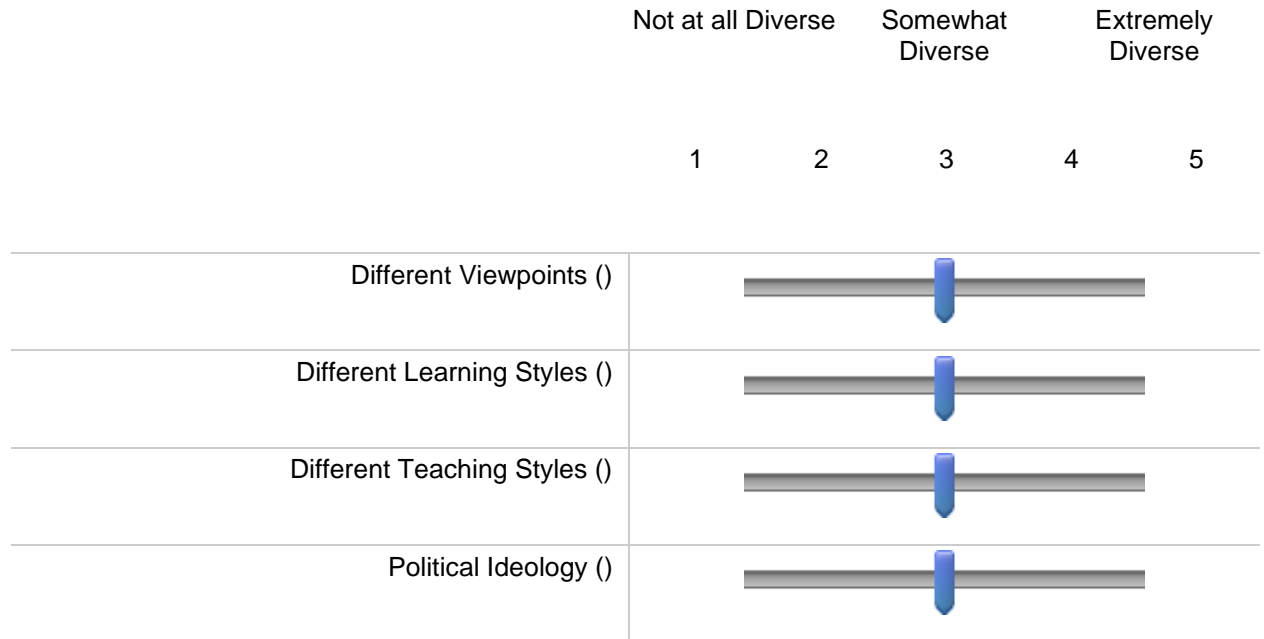
Page Break

Q11A How diverse is Colby-Sawyer College? Please rate each classification.



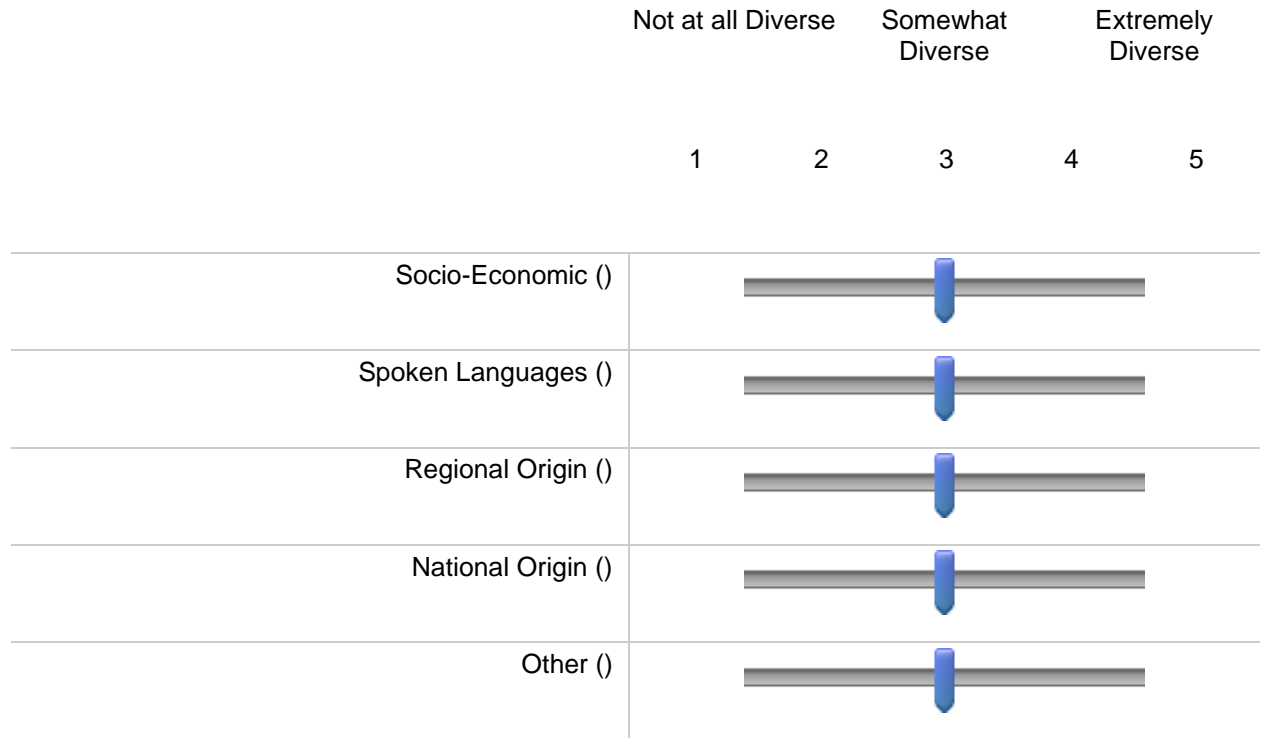
Page Break

Q11B How diverse is Colby-Sawyer College? Please rate each classification.



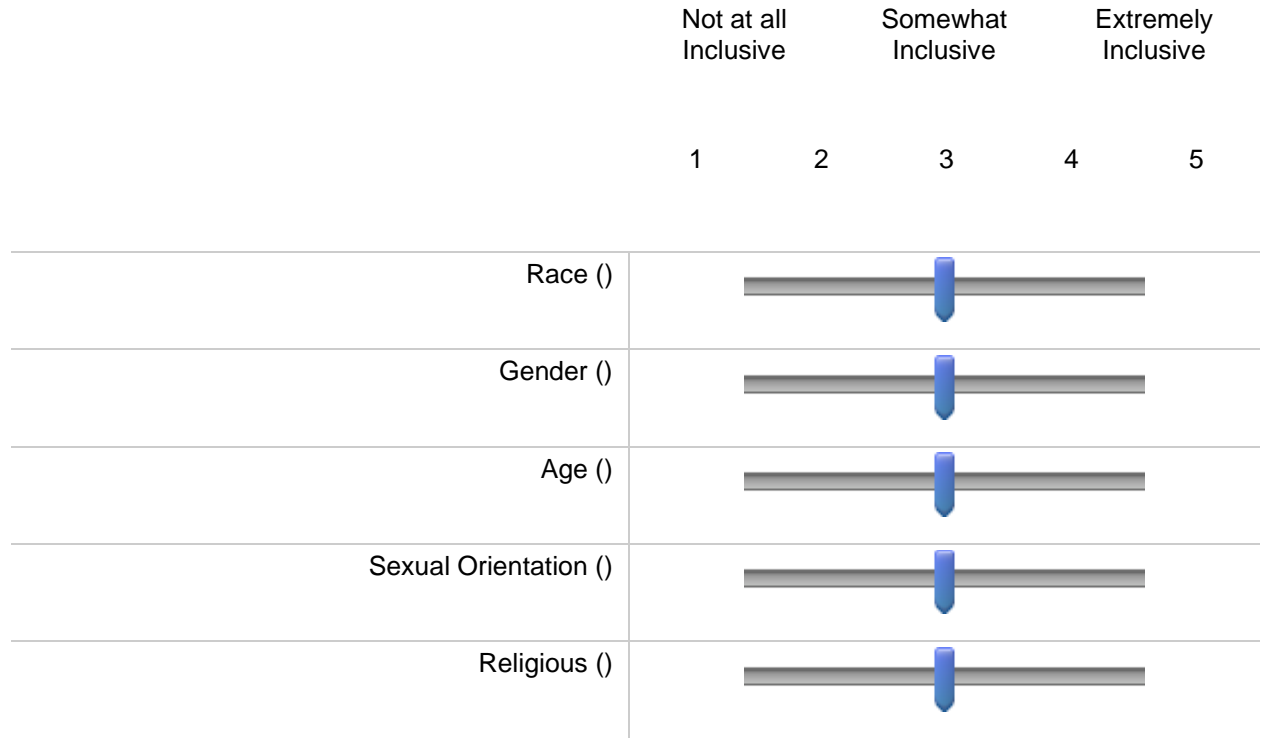
Page Break

Q11C How diverse is Colby-Sawyer College? Please rate each classification.



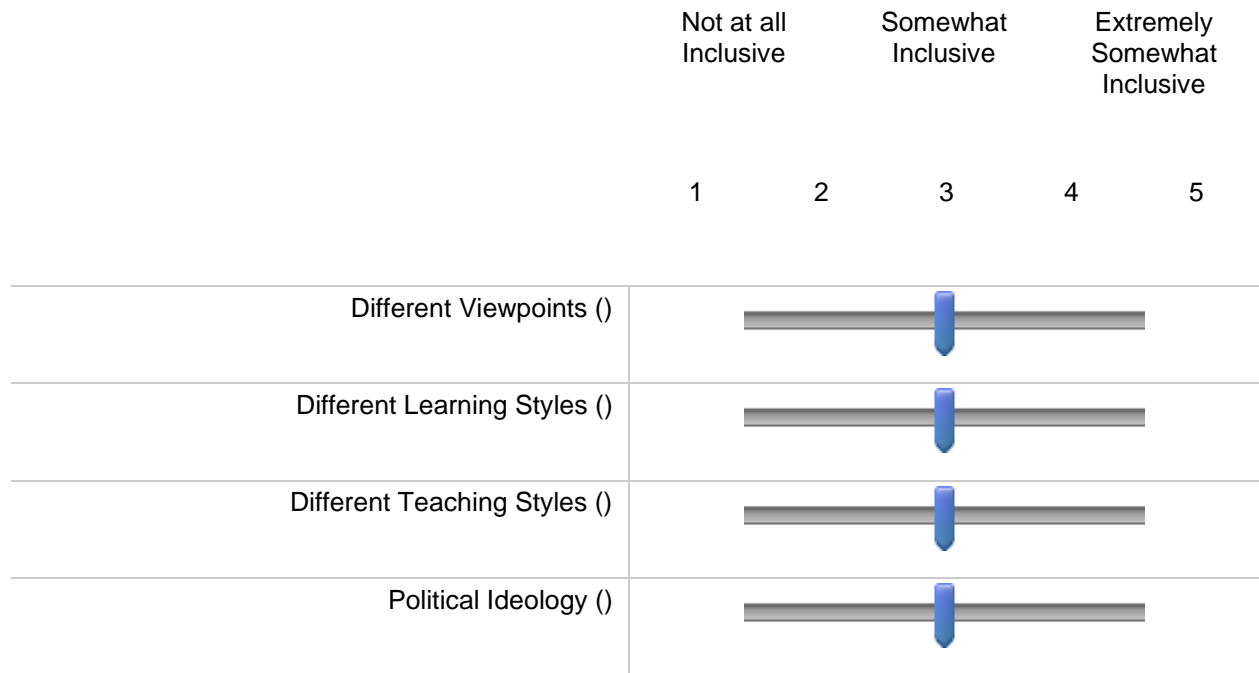
Page Break

Q11D How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories?



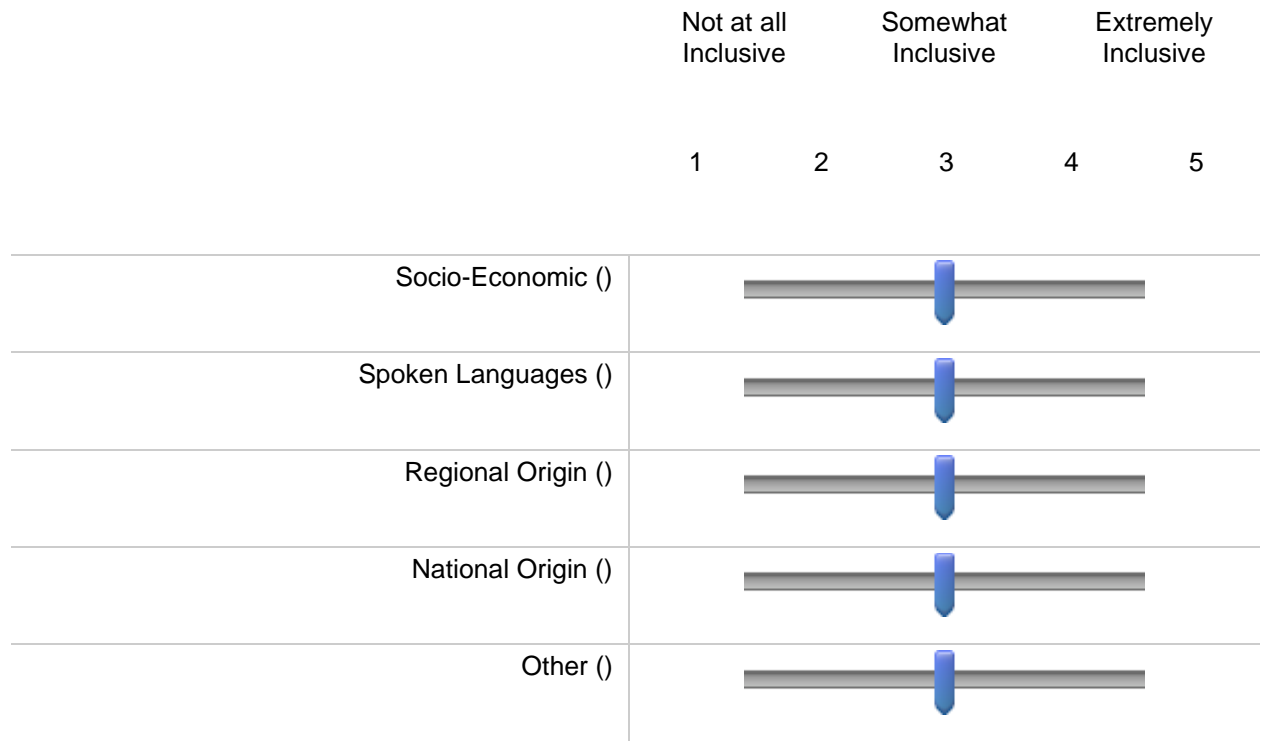
Page Break

Q11E How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories?



Page Break

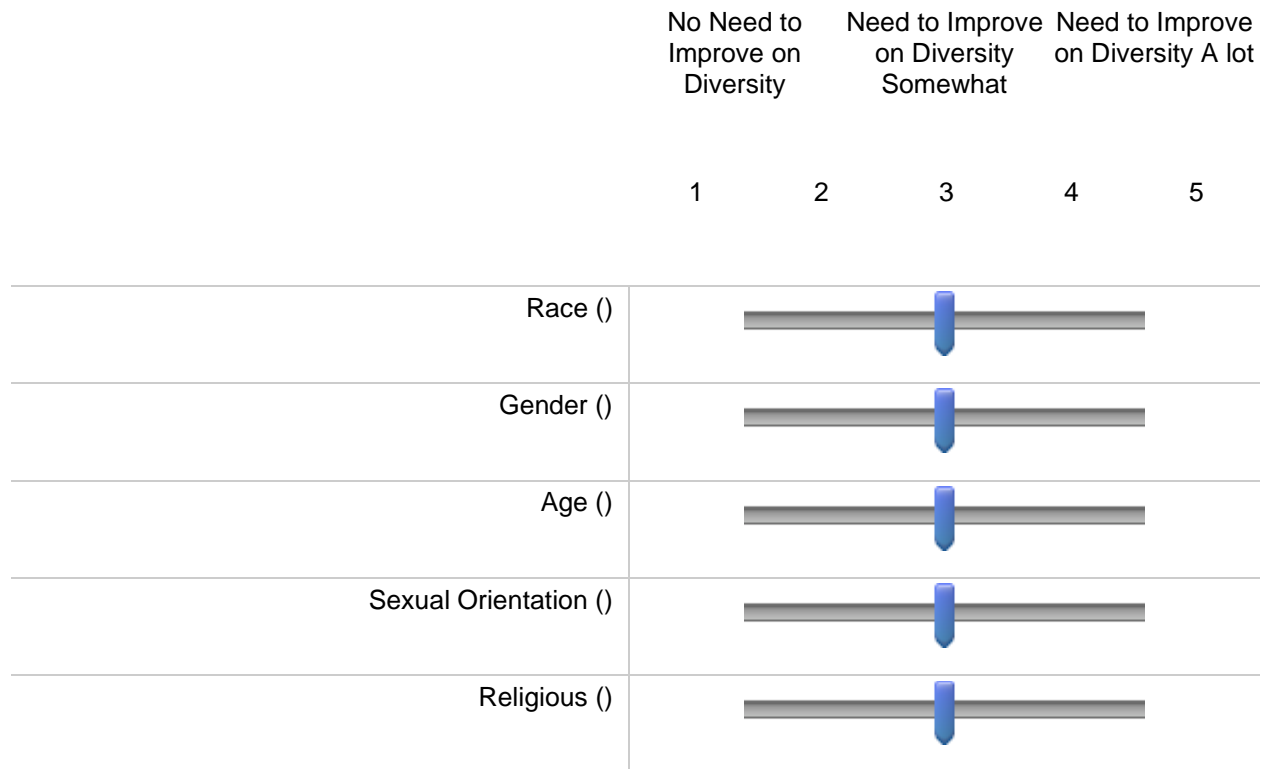
Q11F How inclusive (welcoming and open) is Colby-Sawyer College to groups disadvantaged by the following categories?



Page Break

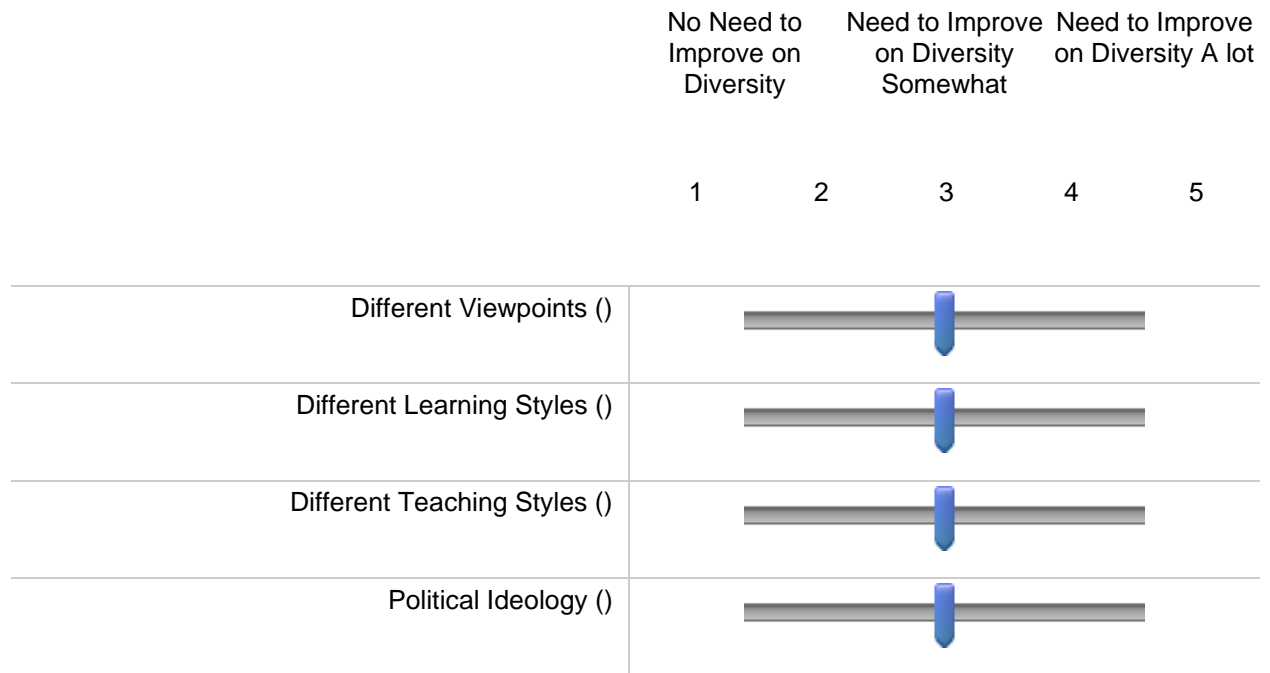


Q11G In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.



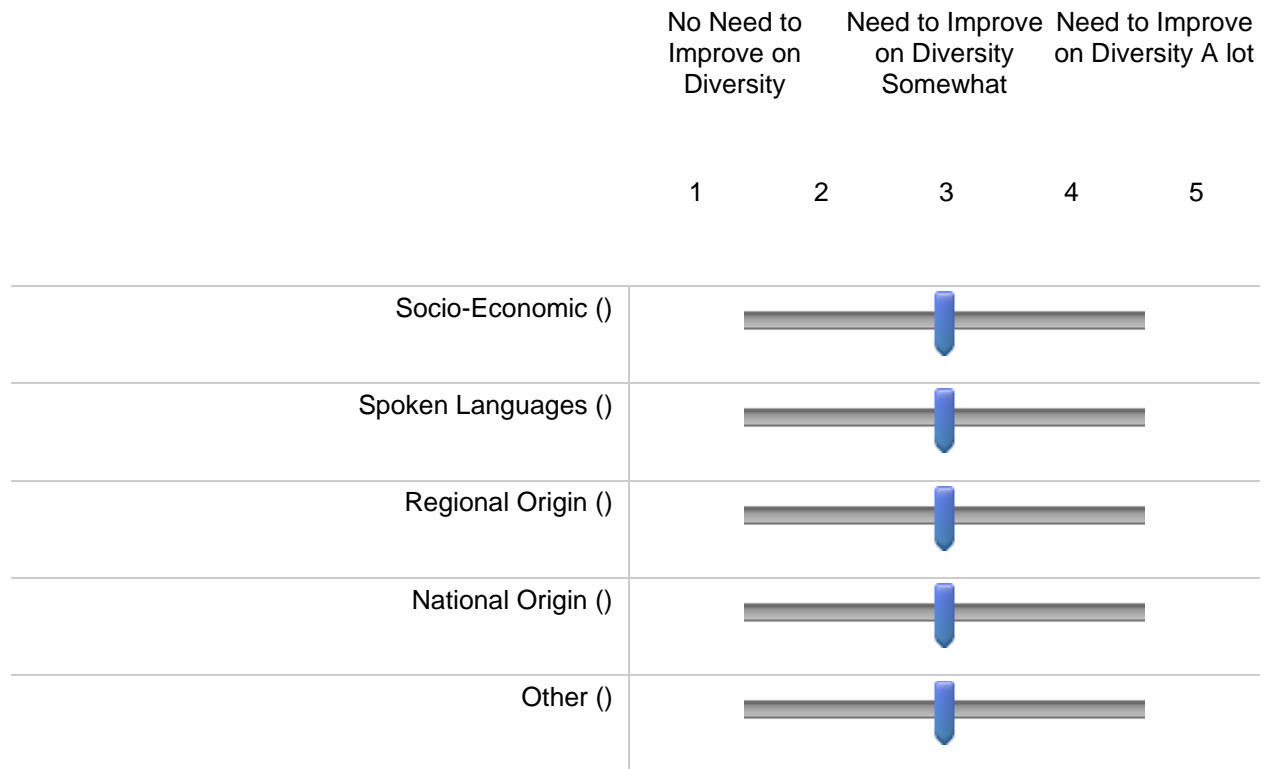
Page Break

Q11H In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.










Page Break

Q11I In what areas does Colby-Sawyer College need to improve diversity? Please rate each classification.



Page Break

Q12A Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4	5
Colby-Sawyer College is a friendly campus. ()					
There is obvious racism on Colby-Sawyer's campus. ()					
Colby-Sawyer College is a diverse community. ()					
Colby-Sawyer College is a respectful community. ()					
There is obvious sexism on Colby-Sawyer's campus. ()					
There is subtle or implicit racism on Colby-Sawyer's campus. ()					
There is obvious sexism on Colby-Sawyer's campus. ()					

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 Page Break \_\_\_\_\_

Q12AA Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5








Website reflects our institution's commitment to diversity. ( )	
Alumni Magazine reflects our institution's commitment to diversity. ( )	
Social Media (e.g., Facebook and Instagram) reflect our institution's commitment to diversity. ( )	
Course Catalogue reflects our institution's commitment to diversity. ( )	
Admissions Materials reflect our institution's commitment to diversity. ( )	
Student and Alumni Accomplishments Posted Around the College reflect our institution's commitment to diversity. ( )	

Page Break

Q12B Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

Colby-Sawyer is a collaborative community. ( )	
Colby-Sawyer is a cooperative community. ( )	
Colby-Sawyer is a non-homophobic community. ( )	
Colby-Sawyer is a non-transphobic community. ( )	
We have institutional structure to facilitate the success of ALL students.. ( )	
Colby-Sawyer is an ageist community. ( )	
We have positive role models representing ALL groups. ( )	

Page Break

Q12 In the past 4 to 6 months, how often have you been concerned about your physical safety on campus?

- Never (1)
- Seldom (2)
- Sometimes (3)
- Often (4)
- Very Often (5)

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Page Break

Q13A Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

I feel valued as an individual at Colby-Sawyer College. ( )	
I feel I belong at Colby-Sawyer College. ( )	
Colby-Sawyer College has a strong commitment to equity, diversity, and inclusion. ( )	
I have considered leaving Colby-Sawyer College because I felt isolated or unwelcomed. ( )	

Page Break



Q13B Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.







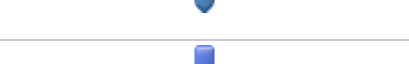
Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

I am treated with respect at Colby-Sawyer College. ( )	
I feel others do not value my opinions at Colby-Sawyer College. ( )	
Colby-Sawyer is a place where I am able to perform up to my full potential. ( )	
I have opportunities at Colby-Sawyer for academic success that are similar to those of my peers. ( )	
I have found one or more communities or groups where I feel I belong at Colby-Sawyer. ( )	
There is too much emphasis put on issues of diversity, equity, and inclusion here at Colby-Sawyer. ( )	

Page Break

Q13C Considering your experiences over the past 4 to 6 months, please indicate your level of agreement with each of the following statements.





	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
	1	2	3	4	5
I feel valued by other students. ( )					
I feel valued by faculty and staff. ( )					
I can fulfill the requirements of my coursework without repressing my own identity, background, or experience. ( )					
Students of my sexual orientation are respected at Colby-Sawyer. ( )					
Students of my racial/ethnic group are respected at Colby-Sawyer. ( )					
Students of my gender identity expression are respected at Colby-Sawyer. ( )					
I have opportunities for academic success that are similar to those of my classmates. ( )					

Page Break

Q13D Based on your experiences and observations, please rate the climate in your classes.

Never    Rarely    Sometimes    Often    Very Often

1            2            3            4            5

Sexist ( )	
Racist ( )	
Homophobic ( )	
Intolerant of disability accommodation ( )	




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Page Break

Q13D Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

0                    1                    3                    4                    5

The climate at residence halls is inclusive and welcoming for ALL students. ( )	
The classroom climate at CSC is inclusive and welcoming for ALL. ( )	
The out-of-the classroom climate at CSC is inclusive and welcoming for ALL students. ( )	

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Page Break

Q14 In general over the past 4 to 6 months, have you felt discriminated against at Colby-Sawyer College?

Yes (1)

No (2)

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Page Break

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Display This Question:

*If In general over the past 4 to 6 months, have you felt discriminated against at Colby-Sawyer College? = Yes*

Q14B Describe how you have been discriminated against Colby-Sawyer College.

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Page Break

Q15 During the past 4 to 6 months at Colby-Sawyer College, how often have you interacted in a meaningful way with people...






	Never	Seldom	Sometimes	Often	Very Often
	1	2	3	4	5
...whose religious beliefs are different than your own? ()					
...whose political opinions are different than your own? ()					
...who are immigrants or from an immigrant family? ()					
...who are of a different nationality than your own? ()					
...who are of a different race or ethnicity than your own? ()					
...whose gender is different than your own? ()					
...whose sexual orientation is different than your own? ()					
...who are from a different social class? ()					
...who have physical or other observable disabilities? ()					
...who have learning, psychological, or other disabilities that are not readily apparent? ()					

Page Break

Q15AA Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

<p>Diversity exposes students and faculty to broader perspectives and more ideas, fosters deeper and more critical analysis, and opens new vistas for scholarly inquiry." ( )</p>	
<p>The skills needed in today's increasingly global marketplace can only be developed through exposure to widely diverse people, cultures, ideas and viewpoints. ( )</p>	
<p>To advance as a whole community we need to understand different cultures/groups and their perspectives. ( )</p>	
<p>As a society we need to make an effort to understand other cultures, people with different ethnic, socioeconomic, sexual background than ours. ( )</p>	
<p>A diverse campus is essential to preparing students for effective citizenship in an increasingly diverse America. ( )</p>	



Page Break



Q15AB Please indicate your level of agreement with each of the following statements.

Strongly Disagree    Somewhat Disagree    Neither Disagree nor Agree    Somewhat Agree    Strongly Agree

1                      2                      3                      4                      5

Learning another language is important to me. ( )	
I would like to attend educational sessions on diversity or cultural competency. ( )	

Page Break

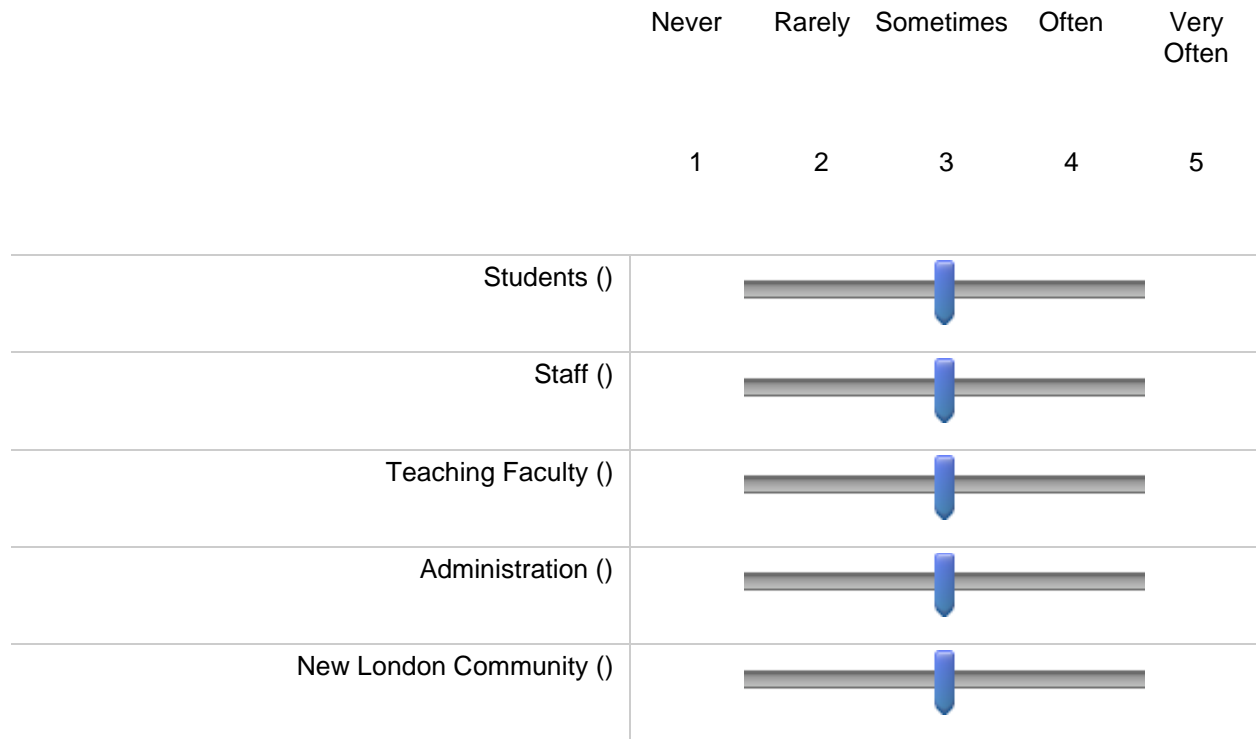
Q16 To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

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Page Break

Q17 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about how often was the source of that remark a member of the following groups?



Page Break

*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Students ] >= 3*

Q17A Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard students make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Staff ] >= 3*

Q17B Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard staff make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Teaching Faculty ] >= 3*

Q17C Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard teaching faculty make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Administration ] >= 3*

Q17D Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard administration make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ New London Community ] >= 2*

Q17E Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard New London Community make.

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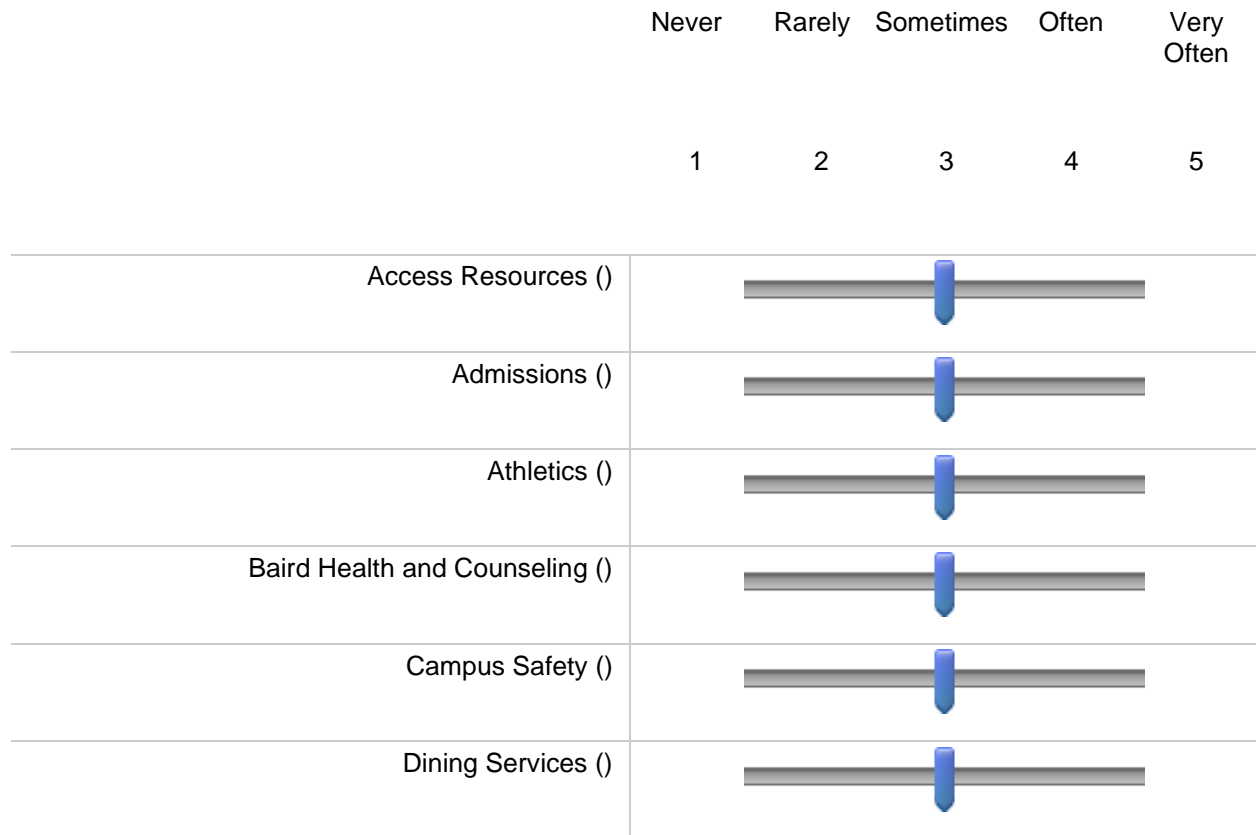
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Q51 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about how often was the source of that remark a member of the following ac?



*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Access Resources ] >= 3*

Q17F Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Campus Safety make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Admissions ] >= 3*

Q54 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Campus Safety make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Athletics ] >= 3*

Q55 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Campus Safety make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Baird Health and Counseling ] >= 3*

Q53 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Campus Safety make.

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*Display This Question:*  
*If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Campus Safety ] >= 3*

**Q30** Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*  
*If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Dining Services ] >= 3*

**Q56** Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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Q52 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about how often was the source of that remark a member of the following ac?

	Never	Rarely	Sometimes	Often	Very Often
	1	2	3	4	5
Financial Aid and/or the Business Office ()					
Harrington Center ()					
Hogan Center ()					
Human Resources ()					
Information Technology/Resources ()					

*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Financial Aid and/or the Business Office ] >= 3*

Q57 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Harrington Center ] >= 3*

Q58 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Hogan Center ] >= 3*

Q59 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Human Resources ] >= 3*

Q60 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Information Technology/Resources ] >= 3*

Q61 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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Q62 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about how often was the source of that remark a member of the following ac?

Never	Rarely	Sometimes	Often	Very Often
1	2	3	4	5

Library ()	
Registrar's Office ()	
Residential Education ()	
Student Activities ()	
Student Learning Collaborative ()	

*Display This Question:*  
 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Library ] >= 3

Q63 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*  
 If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Registrar's Office ] >= 3

Q64 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Residential Education ] >= 3*

Q65 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*  
*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Student Activities ] >= 3*

Q66 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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*Display This Question:*

*If If you heard someone make an insensitive, disparaging, degrading, and/or derogatory remark, about... [ Student Learning Collaborative ] >= 3*

Q67 Describe the types of insensitive, disparaging, degrading, and/or derogatory remarks you have heard Baird Health and Counseling Personnel make.

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Page Break



Q30B Mark all that apply. During your time at Colby-Sawyer College...

- I have been the target of racial/ethnic slurs, or jokes. (1)
- I have been the target of sexist slurs, language, or jokes. (2)
- I have been the target of racial/ethnic profiling. (3)
- I was the target of graffiti. (4)
- I have had my event advertising removed or defaced. (5)
- I have been the target of derogatory remarks. (6)
- I have been the target of physical violence. (7)
- I have been the victim of a crime. (8)
- I have been singled out as the "resident authority" due to my identity and needed to speak on behalf of my "group". (9)
- I have received derogatory written comments. (10)
- I have received derogatory phone calls. (11)
- I have received derogatory texts/emails. (12)
- I received derogatory social media. (13)
- I felt I was deliberately ignored or excluded. (14)
- I felt intimidated/bullied. (15)
- I felt isolated or excluded when work was required in groups. (16)



I have feared for my physical safety. (17)

I have feared getting a poor grade because of a hostile classroom environment. (18)

Someone assumed I was admitted to the college because of my identity. (19)

Other: Be Specific (20) \_\_\_\_\_


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Page Break

Q31 Please indicate your level of agreement.

Strongly Disagree    Somewhat Disagree    Neither Agree nor Disagree    Somewhat Agree    Strongly Agree





1                      2                      3                      4                      5

If I experienced or observed an act of discrimination or harassment while at Colby-Sawyer College, I know whom to contact to report the incident. ()	
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Page Break

Q32A Please rate how strongly you agree each of the following would positively affect the climate on campus?

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

Provide diversity training for all teaching faculty ()	
Provide diversity training for all staff ()	
Provide diversity training for all incoming students ()	
Provide diversity training for all students ()	

Page Break





Q32B Please rate how strongly you agree each of the following would positively affect the climate on campus?

Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

Provide an ombudsperson to adjudicate issues of discrimination ()	
Increase the diversity of the faculty ()	
Increase the diversity of staff ()	
Increase the diversity of the student body ()	

Page Break

Q32C Please rate how strongly you agree each of the following would positively affect the climate on campus?

	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
	1	2	3	4	5
Increase opportunities for cross-cultural dialogue between faculty, staff, and students ()					
Increase opportunities for cross-cultural dialogue among students ()					
Incorporate issues of diversity and cross-cultural competence more effectively into the liberal education curriculum ()					
Incorporate issues of diversity and cross-cultural competence more effectively into my major ()					

End of Block: Student Climate Survey: Part II

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## APPENDIX C

### **Equity, Diversity, and Inclusion in the classroom Survey Flow**

**Block: Introduction (1 Question)**

**Standard: Demographics, path and comfort (7 Questions)**

**Branch: New Branch**

If

If Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 1 Is Selected

Or Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 2 Is Selected

Or Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 3 - 5 Is Selected

**Standard: Program EDI (7 Questions)**

**Branch: New Branch**

If

If In the past two academic years, including summer, have you taught an FYS/FYE, ITS/IE or honors co... Yes Is Selected

**Standard: Experience-Honors (7 Questions)**

**Branch: New Branch**

If

If Intersectionality is defined as the convergence and nature of social categorizations such as race... Yes Is Selected

Or Intersectionality is defined as the convergence and nature of social categorizations such as race... Yes Is Selected

**Standard: Intersectionality (2 Questions)**

**Branch: New Branch**

If

If Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 1 Is Selected

Or Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 2 Is Selected

Or Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 3 - 5 Is Selected

Or Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regula... 6 or more Is Selected

Or In the past two academic years, including summer, have you taught an FYS/FYE, ITS/IE or honors co... Yes Is Selected

**Standard: Competence (2 Questions)**

**Standard: Exit questions (2 Questions)**

Page Break

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**Start of Block: Introduction**

Q1 Consistent with the vision of Colby-Sawyer College to be reflective and respectful of diversity of all types, the curriculum subcommittee of the Equity, Diversity, and Inclusion Committee request your participation in this survey. We are interested in gathering baseline information about the inclusion of the topics of race and ethnicity, racial diversity, racism, and/or racial and ethnic inclusivity in the classroom. We do not expect that these are topics of focus in every class but want to determine where and how EDI is currently used, along with self-assessed faculty comfort and competency with EDI.

Due to the specificity of questions, your responses will not be anonymous; however, any dissemination of data will not result in the identification of individuals. Further, data will not be used in any manner of consequence related to instructional performance. You may stop taking the survey at any time, and participation is, of course, voluntary. The EDI subcommittee group thanks you for your time.

**End of Block: Introduction**

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**Start of Block: Demographics, path and comfort**

Q3 Please identify the primary school in which you are housed.

- School of Arts and Sciences (1)
- School of Business and Social Science (2)
- School of Nursing and Health Sciences (3)
- Other (4) \_\_\_\_\_

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Q4 Please identify all programs in which you teach courses.

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Q5 Of all the programmatic and liberal education courses (non-FYE/ITS/IE or honors) you teach regularly, how many have content associated with race and ethnicity, racial diversity, racism, and/or racial and ethnic inclusivity?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 - 5 (4)
- 6 or more (5)

Q6 In the past two academic years, including summer, have you taught an FYS/FYE, ITS/IE or honors course that has content associated with race and ethnicity, racial diversity, racism, and/or racial and ethnic inclusivity?

- Yes (1)
- No (2)

Q7 Please rate your level of comfort for the following questions

	Very Comfortable (1)	Somewhat Comfortable (2)	Neither Comfortable or Uncomfortable (3)	Somewhat Uncomfortable (4)	Very Uncomfortable (5)	N/A (6)
How comfortable do you feel incorporating new material focusing on racial diversity in your classes? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How comfortable do you feel leading a discussion related to race in your classroom? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How comfortable do/would you feel intervening in a heated student discussion related to race in your classroom? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q22 Please rate your willingness for the following questions.

	Very willing (1)	Willing (2)	Uncertain (3)	Not Willing (4)
How willing are you to attend TEC, EDI, or other faculty workshops on incorporating topics on race and ethnicity in your classes? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How willing are you to take the time to research the diversity of authors when selecting reading materials, you use in class? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How willing are you to consider adding content on race, racial diversity, and inclusion to your course content? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q23 Please rate the following question with 5 meaning "very typical" and 1 meaning "very atypical"

	Strongly Agree (1)	Somewhat agree (2)	Neither agree or disagree (3)	Somewhat disagree (4)	Disagree (5)	Strongly Disagree (6)
How typical is it for the topics of race or racial/ethnic diversity to emerge organically – without prior planning – in your classes? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Demographics, path and comfort

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Start of Block: Program EDI

Q8 As you identified that you instruct program and liberal education courses with race and ethnicity, racial diversity, racism, and/or racial and ethnic inclusivity. Please identify the course id and name of each course.

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Q9 In which semesters and how frequently are your course taught?

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Q10 In addition to race and ethnicity, what other equity, diversity and inclusion topics do you cover in your courses? **(select all that apply)**

- Disability & exceptionality (1)
- Gender (8)
- Gender identity (9)
- Religion (4)
- Sexual orientation (5)
- Socioeconomic status (6)
- Other (7) \_\_\_\_\_

Q12 Please identify the EDI concepts taught within the course(s) you identified. If more than one course, please identify the course ID.

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Q11 How do you present topics of EDI? **(select all that apply)**

- Lecture (1)
  - Lecture Discussion (2)
  - Statistical presentation (3)
  - Field trips and excursions (4)
  - Films/Video (6)
  - Other (5) \_\_\_\_\_
- 

Q26 How are students assessed on EDI? **(select all that apply)**

- Assignments/Projects (1)
  - Discussion/Forum Posts (2)
  - Exam/Quizzes (3)
  - Other (5) \_\_\_\_\_
-

Q24 Intersectionality is defined as the convergence and nature of social categorizations such as race, gender, and social class as they apply together to an individual or group, often acting in ways that further discriminate or disadvantage. Do you cover the topic of intersectionality in your course(s)?

Yes (1)

No (2)

End of Block: Program EDI

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Start of Block: Experience-Honors

Q13 As you identified that you instruct FYE/IE or honors courses with race and ethnicity, racial diversity, racism, and/or racial and ethnic inclusivity. Please identify the course id and name of each course.

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Q14 Please identify the course id, semester, and frequency of instruction.

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Q15 Which equity, diversity and inclusion topics do you cover in your FYE/IE/honors courses? **(select all that apply)**

- Disability/Exceptionality (1)
  - Gender (9)
  - Gender Identity (8)
  - Religion (4)
  - Sexual orientation (5)
  - Socioeconomic status (6)
  - Other (7) \_\_\_\_\_
- 

Q16 How do you present topics of EDI in your FYE/IE/honors course(s)? **(select all that apply)**

- Lecture (1)
- Lecture Discussion (2)
- Statistical presentation (3)
- Field Trips/excursions (4)
- Films/Videos (6)
- Other (5) \_\_\_\_\_



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Q25 How are students assessed on EDI in your FYE/IE/honors course(s)? **(select all that apply)**

- Discussion/Forum posts (1)
- Essay (2)
- Presentations (3)
- Projects/Assignments (4)
- Quiz/Exam (5)
- Other (6) \_\_\_\_\_

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Q17 Please identify the EDI concepts taught within the course(s) you identified. If more than one course, please identify the course ID.

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Q27 Intersectionality is defined as the convergence and nature of social categorizations such as race, gender, and social class as they apply together to an individual or group, often acting in ways that further discriminate or disadvantage. Do you cover the topic of intersectionality in your course(s)?

Yes (1)

No (2)

End of Block: Experience-Honors

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Start of Block: Intersectionality

Q29 What specific social categorizations do you cover as a part of your instruction on intersectionality?

disability & exceptionality (9)

ethnicity (10)

gender (11)

gender identity (12)

race (13)

sexual orientation (14)

social class (15)

other (16) \_\_\_\_\_

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Q21 Please identify the course(s) and id associated with and the components of intersectionality addressed, specific to each course.

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End of Block: Intersectionality

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Start of Block: Competence

Q28 Please identify how strongly you agree or disagree with the following statements

	Strongly Agree (1)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
Students are able to meet the course <b>outcomes associated</b> with race and ethnicity in my courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are able to meet the outcomes associated with <b>lessons/assignments</b> that involve race and ethnicity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When designing assignments and lectures involving race and ethnicity, I use peers and or research to assist in development (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When evaluating my effectiveness of teaching about race and ethnicity, I utilize feedback from students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to establish and maintain a policy of zero tolerance for racism in my classroom (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am capable of addressing difficult and tempestuous classroom discussions that can occur when discussing race and ethnicity (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q30 Please identify your level of confidence with the following question. "5" most confident and "1" least confident.

	5 (1)	4 (2)	3 (3)	2 (4)	1 (5)
How competent do you feel incorporating new material focusing on racial diversity in your classes? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How competent do you feel leading a discussion related to race in your classroom? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How competent do/would you feel intervening in a heated student discussion related to race in your classroom? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Competence**

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**Start of Block: Exit questions**

Q19 In what ways would you like to improve competence, feel more comfortable, or guide students more effectively in covering topics associated with EDI and issues in your classes?

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Q20 In what way could the college support you to increase your competence and feel more comfortable covering topics associated with EDI topics and issues in your classes? (pleases share resources or speakers you would suggest in this area as well)

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End of Block: Exit questions

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## APPENDIX D

### Excerpt from Promising Practices

# COMMUNICATIONS

When we apply equity and inclusion to all communications, we take action to ensure that everyone is heard and informed.

1. Have we considered all possible target audiences? Who might be at risk of exclusion?
2. What specific communication strategies are needed to reach them? (e.g., working with community leaders, bulletin boards, community newspapers, social media)
3. Do our communication materials get out to the community organizations and networks that serve the diverse populations we need to reach? Do we check periodically to ensure materials are stocked and being used?
4. How do the messages we are communicating foster inclusion, respect and equity?
5. Are there concepts or terms that may be culturally specific and need to be changed to make them more accessible?
6. Is the medium easily accessible and understood by the full diversity of our target audience? (e.g., plain language, accessible formats, graphics, multiple languages, both online and print, voicemail).
7. Have we considered what populations will be missed by only using certain methods? (e.g., online or social media communications) What other approaches might we use?
8. Have we considered if there is a budget or alternative resources for translation services?
9. Do images represent the full diversity of employees or residents?
10. Do they capture the diversity within specific communities of people? Will the people portrayed in the images relate to and feel included in the way they are represented? Is everyone portrayed in positive images that promote equity and break stereotypes? Consider: who is active and passive, who is at the centre, who is serving and being served.

# ENGAGING COMMUNITY AND STAFF

When we welcome the diversity of perspectives of staff and community, we take action to ensure everyone benefits.

1. What approaches and outreach will help to ensure that everyone is able to fully participate? How can we create opportunities for people least likely to be heard to ensure they share their specific concerns? (e.g., use of multiple techniques such as online surveys and focus groups, kinds of questions asked, simultaneous interpretation, sign language, anonymous feedback)
2. Is our team representative of the diversity of the population we are engaging? What steps can we take to ensure we are inclusive of the diversity of perspectives?
3. Which employees, department or community agencies with experience in these specific communities can help us do outreach?
4. Is there a history – between city and community, or between communities – that you need to consider? How will we ensure everyone is heard?
5. Is the language we use in our promotion materials and communication strategy plain and easily understood by diverse audiences?
6. What steps can we take to remove barriers to people's full participation? (e.g., dependent care, transportation, safety, language, accessible location, time, multiple formats, avoid religious and cultural holidays, culturally appropriate).
7. Is the environment welcoming to participants who may be reluctant to share their views? If not, what can we do to change this? (e.g., pair up a new participant with an experienced one to help those new to the process feel encouraged to participate). Does the pace, format and language of the engagement accommodate everyone including participants who are least likely to speak up and for whom the information may be new?
8. Are the insights from groups who face systemic barriers and inequities reflected in the report and the final product? 9. How will we report back the findings to the full diversity of people who were involved in the engagement activity?

# GATHERING INFORMATION / RESEARCH

When we consider diversity in conducting environmental scans, needs assessments or collecting data, we take action to be inclusive of everyone.



1. Will our data gathering plan identify specific areas where we may unintentionally limit equity and inclusion ? (e.g., safety, accessibility, affordability, cultural specificity, family responsibilities, access to decision making, racial profiling)
2. What current statistics or demographic data would help us understand the people or communities that face systemic barriers and inequities in relation to the issue in question?
3. Will data gathered capture the diversity of the population? (i.e. broken down to make differences visible e.g. - “disaggregated”)
4. When using gender-neutral language (people, head of household, the homeless, sole-support parent, immigrants), are we also distinguishing differences between women and men in that specific group? (e.g. female heads of household versus male heads of household)
5. Do the research questions help us identify who may be excluded and what is needed to ensure they will benefit?
6. Are we making any assumptions that we need to verify? (e.g., all parents in a program will be heterosexual)
7. How might you consult with the people most affected by this issue to ensure the reliability of your data, approach and findings? (e.g. ask community leaders about the cultural appropriateness of the data or approach)
8. Have we consulted with other staff, departments or community leaders with experience in this area? If not, how will we do this?
9. Does our final report include the findings on the specific equity and inclusion concerns we identified?
10. How will we report back the findings to people who were involved in the research?

## LEADING AND SUPERVISING



When we become champions for equity and inclusion in the way we lead, we take action to model a city that utilizes everyone’s diverse talents and skills.

1. What steps do I take to create a respectful and inclusive environment?
  - a. Do I clearly communicate to staff and volunteers that inappropriate behaviour such as offensive jokes, and negative comments are not acceptable?
  - b. How can I actively gather input and ideas from staff or volunteers from diverse perspectives?
  - c. How can I encourage staff to contribute positively in creating an inclusive workplace?
2. Do I utilize support systems for employees that have been harassed, treated in a disrespectful manner or discriminated against by co-workers, supervisors or clients?
3. Are there policies, procedures and/or practices and attitudes that unintentionally prevent some people from fully engaging in our work? (e.g., schedules conflicting with religious holidays, workload or schedule conflicting with family responsibilities) What alternatives are possible?
4. Am I aware of our commitments to inclusion and accommodation and do I ensure that staff are equally informed? Do I engage our departmental Diversity Champions to assist?
5. Is equity and inclusion incorporated into criteria for evaluating candidates for promotions or management positions? If not, how might we include it?

6. What opportunities could I create to enable people from under-represented groups to bring new perspectives to our team, acquire experience and move into higher-level positions? (i.e. internships, job shadowing, secondment, students)
7. Is equity and inclusion incorporated into our staff performance review?

## MONITORING AND EVALUATION

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When we consider equity and inclusion in how we measure success, we take action to ensure that all benefit from the process and its outcomes.

1. Have we considered what populations will be missed by only using certain methods? (e.g., online surveys, general public consultations) What other approaches might we use?
2. Are those designing and implementing the evaluation representative of the target groups who will participate in the evaluation? How can we ensure their perspectives are included?
3. Do the evaluation questions allow for consideration of the experiences of a diversity of residents?
4. Would it be useful to include those who stopped using the service and potential clients who never used it, in order to assess any unknown biases?
5. Can we hold interviews or focus groups at a location where the target population is most comfortable? (e.g., Aboriginal women at an Aboriginal women's centre).
6. Can we make it easier for respondents to participate by using interviewers from the same population, providing transportation and childcare, and/or offering an honorarium for focus groups?
7. Can we interview in the language in which the people are most comfortable or have a cultural interpreter available? (i.e. spoken language, braille, sign language)
8. When analyzing our data, did we maintain a diversity of perspectives in the findings?
9. Have we validated the findings with the community so as to minimize any biases?
10. How can we report back to the people who participated in the evaluation process?

## PLANNING — Services, Projects/Programs, Events

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When we consider the range of equity issues, we take action to eliminate barriers so that everyone can benefit.

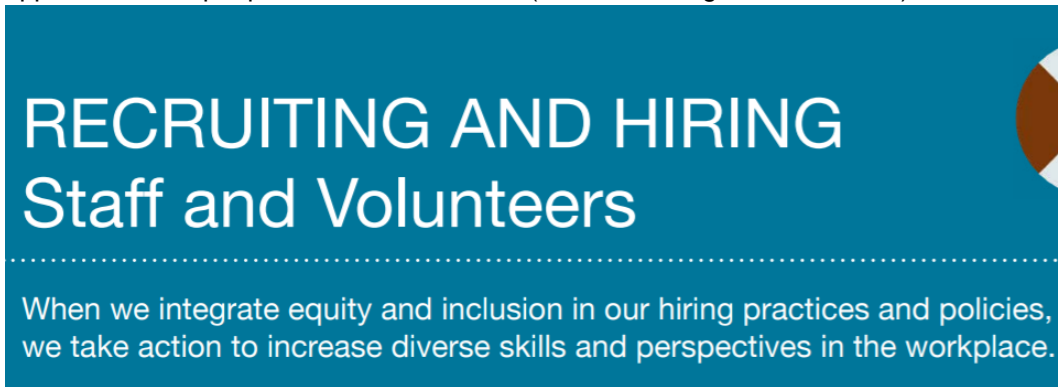
1. Do the expected outcomes of the service, project/program, or event reflect equity and inclusion goals?
2. How will the service or project/program build upon the strengths of the people it serves?
3. Will the service or program contribute to more equitable access to resources and benefits in the wider community?
4. Have the primary target groups been consulted (See Engaging Community and Staff).
5. How is the proposed service, project/program or event designed to ensure that a full diversity of people can participate and benefit with dignity? (i.e., accessibility for mobility devices, visual and hearing impairments, child or dependent care, transportation, safety concerns, language).
6. Does the time of the event or hours of the service consider potential demands on people's time? (i.e. religious and cultural holidays, harvest time, family responsibilities)
7. Have we considered and made note of equity and inclusion considerations in our business plans and project management plans?
8. Are the long term needs of residents from different equity groups considered in our long term planning?
9. Are there good equity and inclusion practices in other cities, departments or community organizations that can inform the implementation? 10. What human and financial resources are required to address equity and inclusion in the implementation of this service, project/program or event?

# POLICY DEVELOPMENT

When we make policies equitable and accessible, we take action to ensure that everyone is included in city life.

1. What are the equity and inclusion concerns related to this policy issue? (e.g., accessibility, affordability, safety, culture, gender identity)
2. Have we checked existing policies that may inform how we address equity and inclusion in this new policy
3. Have we considered and made note of equity and inclusion considerations when developing the business case for the policy?
4. Are the groups most affected by the policy consulted from the early stages of the policy development? How can we ensure their perspectives are included? (See Engaging Community and Staff)
5. What background information can aid in addressing equity and inclusion? (See Gathering information/research)
6. What human and financial resources are required to address equity and inclusion in the implementation of this policy?
7. Can we develop innovative policy solutions that draw upon the contributions and assets of those people most affected?

8. If new resources are required in the policy implementation , how can we build that in from the beginning? (e.g., partner with community groups, collaborate across branches, seek matching funds)
9. How can we communicate the policy so as to reach the full diversity of people affected? (See Communications)
10. How will we measure the extent to which the policy contributes to removing barriers or creating opportunities for people who risk exclusion? (See Monitoring and Evaluation)



1. Do staff and volunteers in our work area reflect the diversity of the community we serve? Who is under-represented?
2. What knowledge, skills, experience and diversity would enhance our team's capacity to serve the diversity of clients?
3. Do job requirements and selection criteria unnecessarily limit who would qualify?
4. Are we open to considering what new perspectives people from different backgrounds could bring to the position?
5. Have we considered where best to post this employment opportunity to ensure that the widest diversity of people are able to access it? Do we encourage agencies and community partners to access the City's career site so that we can broaden the applicant pool from the diversity groups?
6. Are interview panels composed of individuals who bring diverse backgrounds and experiences relevant to the position?
7. Have we considered ways to reduce barriers in the interview process so as to make it more welcoming and friendly (i.e. physically accessible, provide a copy of the questions)
8. Are candidates given the choice to be interviewed in French or English?
9. Do we consider that people from specific backgrounds may present interview behaviours that are different from what we expect, but still have the skills to do the job?
10. If a candidate's references are from abroad, what strategies can we use? (e.g., if an English speaking reference is not available then seek translation support)

# STRATEGIC PLANNING

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When we apply a vision of equity and inclusion to our planning, we take action to create a city for everyone.

1. How does your strategic planning process promote equity and inclusion?
2. Do the long-term goals you are defining reflect this?
3. What are the current demographic trends which the city or departmental strategic plans need to align with or address?
4. What equity issues are currently being raised by residents and employees in relation to your plan?
5. What are the costs of not taking demographic trends and equity issues into account? What are the benefits?
6. Do City and departmental strategic objectives and initiatives reflect a broad vision of equity and inclusion? How can it be strengthened?
7. What human and financial resources are required to achieve equity and inclusion in this plan?
8. How do the performance measures in the City and departmental strategic plans capture the impact on people who are the most at risk of exclusion? How do they measure whether inclusion is increasing or decreasing?
9. Does the collection of data enable us to measure benchmarks and targets for increasing equity and inclusion?
10. When undertaking strategic review, what improvement opportunities are there to enhance achievement of equity and inclusion?

# TRAINING

## Staff and Volunteers

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When we apply equity and inclusion to all stages of the training process, we take action to create an environment where everyone can contribute.

1. Have we included sensitivity to equity and inclusion issues when staffing for internal trainers and hiring external consultants? (i.e. able to reduce biases and work respectfully with people across diversity)
2. Have we included this sensitivity to equity and inclusion in our procurement documents when sourcing external trainers?
3. Can we recruit trainers from diverse backgrounds so they reflect the population we serve?

4. Will the learning objectives be designed to influence participants' awareness and consideration of individuals and communities from diverse backgrounds?
5. Will participants develop competency and skills to work sensitively and effectively with individuals from diverse backgrounds?
6. Is everyone able to fully participate in the training? Is specific outreach required to include them? Are barriers addressed? (e.g., safety, language, accessible location, time, avoid religious and cultural holidays, culturally appropriate, accommodation needs)
7. Have we welcomed the diverse perspectives of people who have specific equity concerns or needs, even if they may not be obvious? (e.g., Aboriginal ancestry, LGBTQ identities, dietary, auditory, language needs or preferences)
8. Is the content sensitive to the experience of participants who may experience systemic barriers?
9. Does it include the perspectives of residents or staff who will be accessing the service?
10. In the evaluation of the training, do we ask whether there were any barriers to participation or whether they found the facilitator to be inclusive of the diversity of participants?

## WORKING WITH PEOPLE

When we treat people with respect, we are taking action to create a welcoming workplace and quality service.

1. When I interact with people, do I check assumptions?
  - a. Do I hold assumptions about people that get in the way of how I work with them?
  - b. Do I avoid stereotypes so I can see the individual for who they really are?
  - c. Am I able to respect our differences and yet recognize what we have in common? • Do I recognize their contributions?
2. Am I paying attention to those who are not expressing their ideas?
3. How do I encourage feedback and full participation from everyone present?
4. Am I raising issues in a way that encourages dialogue?
5. Do I consider potential barriers in each situation, and work to minimize them? (e.g., language, prejudice, sexual or racial discrimination)
6. If I am not sure what barriers may exist, do I ask my colleagues or the people I serve?
7. Do I discourage jokes, insults and negative comments that are offensive to people?
8. Do I recognize and build on the strengths and assets of all individuals?
9. Are there procedures, policies and practices in place that limit my capacity to be inclusive? Are there others that support my capacity to be inclusive?
10. What action can I take to address this or to bring awareness to the supportive policies?