FINAL REPORT

Prepared for President Ronald A. Crutcher

by

The Interim Coordinating Council for Thriving, Inclusion, Diversity, and Equity
University of Richmond
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EXECUTIVE SUMMARY

The Interim Coordinating Council for Thriving, Inclusion, Diversity, and Equity (ICC) was formed and charged by President Ronald A. Crutcher in August 2018 to initiate strategic and constructive connections among the many initiatives, committees, programs, and offices working to make the University of Richmond a place where all "students, faculty, and staff can reach their full potential and thrive in an inclusive University community."

Between August 2018 and March 2019, the ICC conducted an inventory of current initiatives, programs, and offices at the University related to thriving, inclusion, diversity, and equity (TIDE) (See Appendix on TIDE Inventory); hosted a public town hall meeting and received public comments through an online portal; collaborated with members and leadership of the President's Advisory Council on Making Excellence Inclusive; and drew heavily on the expertise of its members, the reports of consulting firm Keeling & Associates, conversations with colleagues at other campuses, and relevant scholarship.

The data gathered between August 2018 and March 2019 provided significant evidence of University progress toward creating a thriving, inclusive, diverse, and equitable campus. The most discernible indicators of this progress have been the University's recent demographic diversification and an activation of many people and initiatives across campus, many of which stand as enviable "best practices" relative to other campuses. Beyond identifying the University's many strengths, however, the ICC made a number of other important observations.

Findings

- The university lacks as yet a clearly articulated institutional vision for both TIDE goals and how these relate to the overall mission of the university, a vision sufficiently clear to allow development of concrete goals and measures of progress.
- Too often TIDE efforts are siloed and disconnected from one another.
- The lack of coordination and coherence of efforts across campus impedes progress toward the University's mission and vision.
- The University's stated values of TIDE and operational definitions of key terms are not uniformly implemented nor widely known or clear to the campus community.
- One especially concerning aspect of the University's lack of TIDE coordination in this "post-affirmative action era" is a diminished focus on race from an equity-minded, systemic perspective.
- Meeting these challenges of coordination and communication will require a high level of coordinated strategic thinking, institutional authority and purview, and dedicated resources.
- Such changes in structure and communication cannot be accomplished by the creation of a single leadership position or office alone; they will require a new infrastructure, buy-in

across institutional leadership, and ongoing coordination among many institutional actors, offices, initiatives, and leadership at multiple levels of the University.

Recommendations

Despite these challenges, the University is well positioned to make changes needed to advance and infuse TIDE initiatives. The ICC's three recommendations are designed to work in combination as a new infrastructure. This new infrastructure will enable the coordination of TIDE values and practices by significantly increasing institutional coherency, urgency, accountability, and capacity.

1. Charge University leaders to engage TIDE challenges through concrete, coordinated, unit-level plans.
2. Create and fill a cabinet position for TIDE and institutional strategy, provisionally titled Vice President for Diversity, Equity, Thriving and Inclusion and Special Advisor to the President.
3. Create a permanent *Institutional* Coordinating Council for TIDE.

INTRODUCTION

The University of Richmond has before it an historic opportunity to both fully confront its own exclusionary legacies and to become a model institution for promoting diversity, equity, inclusion and thriving. Recent growth in the diversity of the student body, the emergence of a critical mass of faculty and staff committed to bold change, and successive administrative leaders who in different ways have championed and prioritized inclusion have positioned the university for a genuine breakthrough moment. This report both envisions the full potential of the University of Richmond to become a model diverse community of learning and service, and identifies critical action steps that must be taken to enable this breakthrough.

Founded in 1830 as a Baptist institution and located in a city that served as the capital of the Confederacy, the University educated a predominantly white student body for its first 135 years and operated within a larger context of racial oppression, discrimination and exclusion. In many ways, Richmond is no different than many other institutions today that are seeking to move beyond a legacy of being the special preserve of white elite Americans.[1] Like others, we have been slow to change, slow to admit new members, and slow to consider new methodologies. Nevertheless, now is a crucial moment for UR to boldly promote inclusion, equity, and the thriving of its community members.

The University's previous two strategic plans, covering the period of 2007 to the present elevated the institutional focus on TIDE. Data gathered between August 2018 and March 2019 provided significant evidence of University progress toward creating a thriving, inclusive, diverse, and equitable campus. The most discernible indicators of this progress have been the University's recent demographic diversification and an activation of many people and initiatives across campus, many of which stand as enviable "best practices" relative to other campuses.[2] However, we know from data and anecdotal feedback that not all of our students, faculty, or staff share a deep connection with the University of Richmond.[3] We see a promising opportunity for

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[1] In fact, as a new member of the Universities Studying Slavery consortium UR joins other institutions, including UVA, Georgetown, Brown, and Davidson, in interrogating its past and its legacies.

[2] In the late 1960s, this picture began to change with the enrollment of the school's first-ever full-time African-American residential students. From the 1970s through the 2000s, the diversity of the school's student population steadily grew, with the support of crucial administrative initiatives such as the Office of Multicultural Affairs. The University is among the 1% of colleges and universities that are need-blind, and over the past ten years, the university has deliberately and successfully accelerated the diversification of its student body. In the class of 2022 (current first-year students), 28% of students are U.S. students of color (African-American, Asian-American, Hispanic, or two more races), and 35% of students overall (including international students) are students of color. This level of diversity more closely tracks national demographics than at any time in the institution's history, although it is important to understand that UR's diversity level still trails national statistics: in fall 2018, for instance, 68% of U.S.-based Richmond students, for whom race and ethnicity are known, are non-Hispanic whites, compared to just 62% of U.S. residents, and just 7% of U.S.-based Richmond students are African-American, compared to 12% of U.S. residents.

[3] There is ample data that show that students, faculty, and staff do not necessarily feel like they belong at the University of Richmond. In the 2015 CIRP College Senior Survey, students were asked to rate their sense of

the University of Richmond to be a model liberal arts institution, a place where every member in our community thrives and flourishes in the many spaces within and beyond our campus. Our current president and strategic plan have boldly called for doing the work necessary to create such a community. In particular, we understand that for historically underrepresented students, staff, faculty, and other members of our community to truly thrive, all groups and members of the university community should be activated by the institution's values toward a shared vision. Seizing that opportunity will require coordinating structures for the full participation of all members of our campus community. It will require holding one another accountable to close the gap between the University's commitment to advancing TIDE and how that commitment actually manifests and is experienced by the UR community. With this in mind, this ICC Report provides an inventory of TIDE efforts, observations, and recommendations.

THE ICC

The ICC was established in response to the University's participation in the Council of Independent Colleges (CIC) Institute on Inclusivity, Civility, and the Liberal Arts in June 2018. Based on valuable insights gained through the Institute, the UR-CIC team identified the need for University-wide coordination to connect and align TIDE initiatives. To meet this need, the CIC team proposed a pilot council composed of faculty and staff—the ICC— to identify promising connections and activities, as well as gaps, to advance the University's goal to create a thriving community for all.

Charge

The ICC was formed and charged by President Ronald A. Crutcher in August 2018 for the AY 2018-19 to initiate strategic and constructive connections among the many initiatives, committees, programs, and offices working to make the University of Richmond a place where

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belonging to this campus 1-4 (1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree). The mean response for students of color was 2.88, while for white students it was 3.21. According to the Simpson Scarborough Report in Spring 2016, only 9% of our undergraduate students describe the University of Richmond as diverse, 54% as neutral and 36% as homogenous. This report also found that 29% of undergraduate student describe UR as being "exclusive." These data consistently show that not all students share a deep connection with the University of Richmond. The 2017-2018 Listening Tour Report by Westhampton College Government Association and the Richmond College Student Government Association found that "At least five [student] groups said they felt used by the university to claim the status of diversity, instead of feeling like a valued part of the campus" (3). Keeling & Associates document similar sentiments among faculty and staff in their report: "Some faculty from under-represented groups reported experiencing significant and persistent hostility and marginalization within the academy at Richmond" (p. 7); and "Some members from under-represented groups…reported that they are 'surviving' rather than thriving and lack a sense of belonging to the campus community. Many reported feeling unwelcome and that they cannot be their full selves at Richmond" (p. 8). For an expert analysis of "the racial microaggressions that faculty of color [experience] at predominantly white institutions," see recent work by UR sociologist, Dr. Bedelia Richards (2019 p. 137).
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all "students, faculty, and staff can reach their full potential and thrive in an inclusive University community."[4]

Goals

- The ICC will identify and bring together members of current diversity, equity, inclusion, and thriving initiatives at the University of Richmond to inventory the scope of those initiatives and identify connections, institutional gaps, and challenges.
- The ICC will deliver recommendations to the President for how to coordinate and communicate across existing initiatives that will enhance the work of each initiative while ensuring a broader and more constructive total impact across the campus.
- The ICC will communicate its experience and collaborate with the President's Advisory Committee on Making Excellence Inclusive to further the Committee's work of long-term visioning.

Committee Members

To fulfill its charge, the ICC required significant depth and breadth of expertise in TIDE-related efforts, familiarity with institutional processes, and broad representation from across the University. The ICC's membership ensured (1) a critical mass of institutionally minded perspectives grounded in TIDE work and (2) general representation of institutional areas. Collectively among the eighteen members we have worked at the University of Richmond alongside six presidents and seven provosts. The tremendous amount of collective wisdom and institutional memory of the members strengthened our work together.

METHODS AND FINDINGS

First convened in August 2018, the ICC worked through March 2019 on a wide-range of activities to gather and analyze information pertinent to its charge. The Council's methods and sources included a town hall session for campus community input, review of existing institutional data, review of campus climate data collected by Keeling & Associates, higher education TIDE experts and scholarship, and investigations of promising practices at other institutions. These activities and sources, along with the experience and expertise of Council members, informed the Council's task of creating an inventory of existing TIDE efforts on campus and a set of observations about the University's successes and challenges related to TIDE. The ICC's Inventory of Existing TIDE Efforts at the University of Richmond is available in the Appendix.

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[4] See the University's strategic plan regarding a Thriving and Inclusive University Community.

Findings

Insights from the campus community, along with those of Council members, yielded a set of thematic observations about institutional TIDE successes and challenges facing the University of Richmond. Many of these observations were also noted by consultants Keeling & Associates and many of the challenges were affirmed by various scholars as typical for institutions like ours.

Strong foundation of successes

A key feature of the twenty-first century at the University of Richmond is the institution's turn toward a full centering of TIDE values and the resulting success in activating and engaging people across campus in a wide array of TIDE initiatives. These TIDE initiatives range from bettering student life to interrogating campus culture, from enhancing and incorporating TIDE into courses and curriculum in the five schools to further developing intellectual vitality on campus, and from creating protocols for recruitment and hiring to engaging the City of Richmond and the metropolitan region as well as state, national, and international communities. Indeed, and as the Keeling & Associates report affirmed, many of the University's TIDE initiatives stand as enviable "best practices" relative to other campuses.

Together and individually, the University's TIDE initiatives demonstrate a longstanding institutional commitment to TIDE enacted by the hard work of hundreds of people across all University sectors, from which countless members of the UR community have been and continue to be enriched. Without a doubt, these many initiatives, and the people and offices responsible for them, should be celebrated as points of pride. Furthermore, the wisdom gained by those who have organized and participated in these initiatives is an important, and perhaps under-utilized, campus resource; together with the diffuse set of initiatives themselves, they represent the foundation upon which a bold TIDE future UR can be built.

Diffuse but uncoordinated TIDE efforts

The University's impressive list of TIDE initiatives has been created largely through an additive process, rather than an integrative one, especially across divisions and schools. As a result, there is little cross-unit alignment around shared goals and vision, nor much coordinated communication about possible alignments.[5] One example from recent years is the cluster of efforts related to racial justice: the Terms of Racial Justice (ToRJ) initiative

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[5] The Keeling & Associates report affirms this observation: "There is no cohesive leadership or organizational structure to coordinate and guide TIDE-related initiatives at Richmond, which hampers progress in these areas. Many TIDE efforts exist in silos" (p. 6). As Frank Tuitt (2016) states, "the modern university cannot be radically changed by 'simply' adding more racial diversity, creating safer campus spaces, addressing the cultural competency of our faculty and staff, and redesigning the curriculum to include a stronger focus on race, privilege, and oppression. Though these are good places to start, if we do not link these initiatives to the structures and systems that drive university life, they will not become embedded in the fabric of our institutions."

began in 2012 as a collaboration among Common Ground, the Bonner Center for Civic Engagement, and the Provost's office; in 2014 the SpiderF1rsts program began as a ToRJ spinoff initiative, as did the Race & Racism at UR project in 2015; the A&S Arc of Racial Justice initiative was announced in fall 2017; and in fall 2018 the Presidential Commission for University History and Identity was announced. Yet, to the extent that these efforts constitute an institutional emphasis on racial justice, they have not been communicated or coordinated as such. Consequently, while this group of initiatives might well be an opportunity to highlight an institutional strength, many in the UR community have expressed confusion about the relationships among them. This decentralized approach to TIDE is neither efficient nor strategic, and is symptomatic of the need for broad-based institutional coordination to leverage the various initiatives in the most effective, transformative way.

Need for shared & understood TIDE definitions

Over the past two years, through the strategic planning process and through the work of the President's Advisory Committee on Making Excellence Inclusive, a set of TIDE definitions was developed in order to create a shared sense of what is meant by diversity, thriving, inclusion, and equity, including how, as values, these concepts guide action toward a particular vision, and from where within the institution such guidance should come.[6] However, these definitions are not yet well known or understood by the campus community. Ample research shows that people and organizations tend to experience themselves as supporting "diversity" by construing the term in ways that are compatible with and preserve their existing values and norms (see Unzueta 2012; Bell & Hartmann 2007; Berry 2011; Ahmed 2012; Warikoo 2016, 2017). For example, in settings where the goal is to recruit a more diverse group, it matters a great deal whether diversity refers to an expansive understanding of all possible human difference, race and gender only, all of the federally protected categories, or something else altogether. The result can be an overall muddling of focus and sense of purpose, especially with regard to advancing equity-minded aims among those demographic groups that have been historically restrained, excluded, or oppressed (Berry 2015; Dowd & Bensimon 2015).

Sharpened definitional tools are essential not because they simplify TIDE work so much as they help us to comprehend and address the *complexity* of the challenges before us. An equity-minded definition of diversity, for example, recognizes that while many groups have experienced and continue to experience marginalization in higher education, people's lived experiences in and among those categories are dynamic, complex, and intersectional. Too often, however, "college leaders have a hard time understanding that issues are not just about black people or women or gay people, but that issues relate to many people in multiple groups and with multiple identities

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[6] TIDE definitions are available on the Thriving and Inclusion page of the President's website. The report by Keeling & Associates affirms this observation: "definitions for important terms….should be more widely shared and regularly reinforced in University-wide communications" (p. 10).

and needs" (Jaschik 2019). At the same time, the fluidity of the categories does not mean that they are necessarily equivalent in terms of the urgency and attention they warrant. In fact, at the University of Richmond and in this historical moment more broadly, race and racism in particular may warrant our most attention.

Need for a coordinated, equity-minded focus on race

> *Of all the sources of unique power in the United States, race is the razor that most brutally cuts and divides.*
>
> – *The Drama of Diversity and Democracy* (AAC&U)

In this "post-affirmative action era," numerous scholars have raised concern about a diminished focus on race in organizations generally and in higher education in particular (Berry 2011, Dowd & Bensimon 2015, Collins 2011, AAC&U 2011). Observing an "unwillingness to confront racial disparities directly" and "an absence of a clearly defined race-conscious framework," for example, Frank Tuitt warns "traditionally white institutions" against "being seduced by the 'happy talk' of inclusive excellence and forgetting to focus on racial justice" (2016). While the University's recent success in dramatically increasing the racial and ethnic diversity of undergraduates is remarkable, not least in its disruption of the University's historical whiteness, even when schools succeed in bringing "more students of color than Whites on campus, the culture, tradition, and values found in those institutions remain traditionally White" (Tuitt 2008 pp. 167-8). Furthermore, Natasha Warikoo has shown that in the absence of clear, coordinated, and consistent communication from institutional leaders, students and administrators alike often "frame" race in ways that are "multiple, co-existing, malleable, and sometimes contradictory" (2017 p. 2309; 2016). Beyond simple diversification, then, these studies suggest the need for organizations to prioritize the dismantling of persistent racial hierarchies, in part by naming that priority as a basis for institutional change. For example, the University might begin by acknowledging that its current level of racial diversity among undergraduates means that, despite progress on that front, the University nonetheless continues to confer degrees to white students in significantly higher proportions relative to their percentage of the population (Carnevale & Strohl 2013).

Elusive TIDE Values, Vision, and Identity

Our best TIDE efforts at the University of Richmond will continue to yield only partial results until we wrestle with the challenging questions raised by centering TIDE values in the University's identity and aspirations. Many voices in the Town Hall Meeting confirmed that the University lacks an "elaborated vision" for what the UR community would look like were TIDE values and practices to become more connected and coordinated.

The ICC has identified three interrelated challenges of TIDE values and institutional leadership to address if we are to establish a coherent TIDE vision across the University's "entire operational structure" (Witham et al, 2015 p. 33).

1. Turnover within the executive leadership ranks contributes to a lack of coordination and coherence of TIDE values and, thus, to uncertainty about the relationship between those values and the institutional vision. Presidential tenures are declining nationwide Gagliardi, et al. 2017), resulting in shorter tenures for those reporting to presidents.[7] Even when executive leaders are committed to and deeply informed by TIDE values, turnover is usually disruptive.

2. Regardless of how long they might stay in their position or how committed or informed they might be, it is unrealistic to expect any individual president or provost to provide the institution with the depth, breadth, and continuity of strategy needed for long-term campus engagement with TIDE values and vision.[8] Moreover, the challenge individual presidents and provosts face should also make us sensitive to the challenge a single diversity officer would meet in attempting to shift culture and structure. Responsibility for change must be shared across the University and its leadership to ensure coordination and accountability are experienced in all areas of the institution. Senior administrators will need ways of connecting to TIDE work throughout the University.

3. By implication, in institutions where TIDE values are not clearly and consistently defined to propel change, they become susceptible to being passively defined by other values or interests. At the University of Richmond, we observe the transformative potential of *stated* TIDE values as frequently disciplined by a set of *shadow* values, such as prestige, distinctiveness, brand image, risk-aversion, and other values historically associated with patterns of exclusion, privilege, and inequity. One perhaps extreme, but familiar example is the idea that diversity is important because it gives members of majority groups a more realistic understanding of our diverse world. True or not, the idea implies that diversity is only good if it generates value for privileged groups, and effectively erases objectives such as equity, fairness, or justice. The consequences of such ideas are significant.[9]

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[7] For provosts at the University of Richmond since 1967 (including interims), the average tenure is less than five years. Presidential tenures at UR tend to be longer than the national average.

[8] This observation is corroborated by Keeling & Associates: "President Crutcher is viewed as the de facto chief diversity officer. Although his leadership in TIDE areas is appreciated by many on campus, this is an unsustainable model" (Keeling p. 6).

[9] One recent set of studies shows how "a well-intentioned plea to promote diversity ('diversity is good for organizations') has costs; it can lead to the deprioritization of qualified Black applicants" (Trawalter, et al. 2016).

To meet the challenges described above, the University of Richmond will have to develop new institutional capacities to enable coordination of TIDE efforts with sophistication, coherency, and consistency across the institution's structure, and across time.

RECOMMENDED ACTIONS

> *We need to stop thinking of our diversity efforts as disparate and distinct capacities sprinkled across campus and begin thinking of them as a connected network of capabilities that, if deployed in a more cohesive manner, could lead to even greater levels of diversity-related change on campus.*
>
> –Damon A. Williams, *Strategic Diversity Leadership*

The following three recommendations are designed to work in combination to create a new model of collaborative leadership and infrastructure that will enable the coordination of TIDE efforts and practices and increase institutional coherency, urgency, and accountability. The recommendations build on the strengths of the University's existing distributive approach, drawing on and acknowledging the breadth of TIDE work. The proposed infrastructure also leverages that strength toward new institutional capacities for generating coherency, urgency, and accountability for TIDE work at all levels and for all campus functions and constituencies.

Numerous sources affirm comprehensive, multi-dimensional, or ecosystem approaches as more transformative and effective than even the "best" of practices pursued in isolation; no single stakeholder can enact TIDE efforts (Golom, 2018, LePeau, 2015; Ahmed 2012; Hurtado et al., 2012; Milem et al., 2005). Thus we recommend this *multi-dimensional* approach as opposed to the *single-dimension* approach taken by many organizations to create a Chief Diversity Officer or high-profile committee. Rather, the multi-dimensional approach centers a "desire to reframe their current infrastructure or strategic framework to become more cohesive" (Williams 2013 pp. 132-3); to enact TIDE practices and equity-mindedness "as a pervasive institution-wide principle" (Witham, et al 2015, p. 33), and for institutional leaders to shoulder a significant share of the load in building a sense of campus urgency around TIDE initiatives (Witham, et al. 2015 p. 34). We understand that these recommendations, implemented together, represent a significant, necessary institutional commitment.

1. **The *Interim* Coordinating Council for TIDE should be become a permanent *Institutional* Coordinating Council.**

   Function

   a. Initiates strategic and constructive connections among the many initiatives, committees, programs, and offices working to make the University of Richmond a

place where all "students, faculty, and staff can reach their full potential and thrive in an inclusive University community."[10]

b. Enhances the University's distributed model approach to TIDE by elevating and leveraging the knowledge of ICC members directly involved with TIDE efforts.

c. Catalyzes institutional urgency and focus by linking the TIDE implementation process with the processes of TIDE visioning, strategy, and assessment. "At their best, diversity committees serve as a hub of strategic thinking for senior leaders" (Williams 2013 p. 423).

d. Provides institutional coordination and communication regarding implementation of PAC recommendations, as well as the other two ICC recommendations.[11]

Structure and logistics

a. The ICC should continue with current members who wish to continue for the next two years, plus additional members to achieve the following:

   i. significant depth and breadth of expertise in TIDE-related efforts, familiarity with institutional processes, and broad representation from across the University

   ii. inclusion of additional members from the existing PAC and from campus constituencies not represented on the current Council, most notably students and Institutional Effectiveness

b. Members should serve rotating and staggered terms, and have the opportunity to serve additional terms.

c. The ICC should continue to operate with a shared leadership model. A subset of the ICC will be an executive committee, including at least one tenured faculty member with TIDE expertise, a TIDE administrator, and the Cabinet-level TIDE leader.

d. The Coordinating Council should continue to report to and be appointed by the President or the incoming Vice President for Diversity, Equity, Thriving and Inclusion and Special Advisor to the President with approval by the President.

e. ICC members' service should be appropriately acknowledged and rewarded.

Actions

a. Prioritize and begin to implement PAC recommendations.

b. Develop and implement a campus-wide engagement plan to advance understanding of key TIDE terms and how to apply them in practice.

c. Play a leading role in developing the position of Vice President for Diversity, Equity, Thriving and Inclusion and Special Advisor to the President and conducting the search.

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[10] See the University's strategic plan regarding a Thriving and Inclusive University Community.

[11] The work of diversity committees and their strategic implementation "must not take place in isolation" (Leon & Williams 2016, p. 409). Thus, the scope, role, and membership of the permanent Council warrant additional thinking and dialogue among campus leaders and current Council members.

d. Develop and disseminate a clearly defined race-conscious institutional framework for fostering an anti-racist campus environment.[12]

2. Create and fill a Cabinet-level position for TIDE and institutional strategy by the end of calendar year 2019.[13]

Function

a. Ensures that TIDE expertise and wisdom is a consistent presence—and representing the ICC, in particular—in discussions of institutional strategy and policy
b. Provides peer-level guidance and coordination for cabinet members' TIDE initiatives, priorities, and practices in all divisions of the institution
c. Supports and advises the President and Executive Vice Presidents on TIDE issues
d. Coordinates institutional responses to TIDE-related campus crises
e. Leads institutional TIDE vision and strategy efforts, including educational, communication, symbolic, research, accountability, and entrepreneurial strategies (Leon 2014)
f. Stewards institutional resources toward strategic TIDE efforts
g. Represents the University and its TIDE efforts as the official Chief Diversity Officer (CDO), e.g. at conferences, through editorials, scholarship and as UR's representative in the Liberal Arts Diversity Officers (LADO) organization
h. Pursues external funding opportunities for campus TIDE initiatives
i. Collaborates to ensure the University's TIDE efforts are "linked" to its engagement efforts, including civic engagement, sustainability, recruitment, and advancement

Structure and logistics

a. The provisionally Vice President for Diversity, Equity, Thriving and Inclusion and Special Advisor to the President should be situated between and report to the two Executive Vice Presidents, with a dotted reporting line to the President.[14]
b. Serves as a member of the President's Cabinet
c. Co-chairs the ICC's executive committee
d. Provided sufficient resources, including

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[12] The recent American Council on Education (ACE) report based on the case of the University of Missouri, is suggestive of a process that the University of Richmond might undertake (Kezar & Fries-Britt 2018).

[13] As suggested by various studies, "Ensure that the chief diversity officer has regular exposure to the highest levels of the organization and there is a structure in place to support this, for instance sitting on the D&I council, having quarterly reports to the CEO or board, etc. More importantly, ensure they feel empowered to drive change" (Glasman, et. al 2018 p. 8).

[14] Reporting lines to presidents and dual reports are commonplace for CDOs. Appendix II includes a table showing reporting lines for CDOs at top liberal arts colleges. For instance, the CDO at Williams, Amherst, Bowdoin, Carleton, Middlebury, and Smith report to the President. At Fordham University and Kenyon College the CDO has a dual reporting line.

i. Dedicated staff support (administrative and professional)
ii. Funding sufficient for supporting new initiatives, deploying consultants, large-scale trainings, etc.

e. This role should be unburdened by compliance responsibilities such as EEOC or Title IX.

Actions

a. Collaborate with the ICC to develop and implement campus action plans for TIDE as part of institution-wide goals.
b. Coordinate with Cabinet leaders to create TIDE plans for each unit.
c. Clearly communication the institutional TIDE goals and progress, for example through a public dashboard for each division.
d. Foster a culture of accountability and responsibility by creating conversations about shared definitions, organizing public deliberations about TIDE issues and efforts, etc.
e. Reorganize and focus the University's bias response protocol as an initial step toward coordination of the University's response to TIDE-related campus crises

3. **Senior University leaders, including members of the President's Cabinet, should engage with the ICC and senior TIDE leader in building institutional urgency and consensus around TIDE.**

Functions

a. Foster division- and unit-level engagement with critical TIDE issues affecting the University.
b. Embed TIDE values in "'core' management operations, such as budgeting, hiring and promotion policies, assessment, and internal accountability structures and indicators" (Witham, et al. 2015 p. 34).

Actions

a. By end of academic year 2019-20, all Cabinet members and Board members complete a robust training on equity-minded institutional leadership to be organized with the Coordinating Council.[15]

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[15] Although many executive diversity training programs exist, selecting one tailored to the University of Richmond's particular needs is critical. For example, University of Missouri system leaders recently worked with the American Council on Education (ACE) to study its campus racial climate in light of its specific institutional history in order to "understand key programmatic changes and strategies employed by campus leadership in building capacity for diversity, equity, and inclusion" (Kezar & Fries-Britt 2018). The Association of Governing Boards (AGB) is a good resource, its initiative "Governing Board Accountability for Diversity, Inclusion, and Civility" being of particular relevance to the UR context given the focus of this year's Sharp Viewpoint Series (Association 2016).

b. In consultation with the Vice President for Diversity, Equity, Thriving and Inclusion and Special Advisor to the President, cabinet members commit to engaging in a thorough, ongoing, critically informed analysis of institutional TIDE impediments.

c. Cabinet members develop ambitious, transformative TIDE goals for their respective divisions

d. Cabinet members develop personal TIDE plans for continuous learning

e. We suggest that the President set and reinforce the above recommendations.

f. TIDE goals should be an explicit component of evaluation processes for Cabinet members and deans of all academic schools, as well as an explicit component of future job searches for these positions.

CONCLUSION

Fortunately, the University of Richmond is well-positioned to become a true leader in higher education. We can develop an institutional structure that addresses the challenges outlined above and becomes a central feature of our institutional identity. Indeed, the Presidential Commission for University History and Identity has begun to identify a strong historical narrative of the University as a place that has repeatedly struggled with how to become more inclusive. This *history of struggle* is a strength the University should embrace and celebrate, beginning with a new model of "collaborative leadership and infrastructure to guide and facilitate the organizational transformation process and direct campus [TIDE] initiatives at all levels of the institution…to build momentum and sustain change efforts" (Tuitt 2016).[16]

Our historic opportunity is to imagine the University of Richmond as an institution dedicated to overturning exclusionary legacies both within our institution and in the broader community, and to become a more welcoming institution. This means having a campus in which "all community members, whatever their identity, background, or institutional position, thrive, recognize their full potential, engage meaningfully in institutional life, and contribute to the flourishing of others."[17] It also means, as a university, being a space and institution where striving to close the gaps between our stated values and practices is the standard. Such work requires a commitment to risk-taking and vulnerability not only in open, ongoing, reciprocal dialogue among individuals, but also in policies, resource allocations, and leadership. The University of Richmond in this manner can strive to become a model institution for higher education and our larger society as it grapples with the challenges of becoming an inclusive, multicultural democracy.

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[16] "There is no cohesive leadership or organizational structure to coordinate and guide TIDE-related initiatives at Richmond, which hampers progress in these areas. Many TIDE efforts exist in silos, which the ICC is designed in part to address" (Keeling report, p. 6).

[17] See the University's definition of "full participation" on the President's Thriving and Inclusion page.

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1. Inventory

The University of Richmond maintains a wide-array of initiatives dedicated to *thriving, inclusivity, diversity, and equity*. These programs and activities not only challenge the UR community to grapple with the range of human difference; they represent the dynamism of the university's intellectual community. Long dedicated to offering a transformative liberal arts education as an intellectual, social, and economic ladder, the University of Richmond strives to make this education accessible and affordable to populations historically excluded from the academy. And over the past two decades it has made significant strides in doing so.[1]

The following inventory table details many, though not all of the programs/initiatives designed to promote and protect TIDE issues at the University of Richmond. Many of the activities listed below focus on bettering student life, interrogating campus culture, and further developing intellectual vitality on campus as well as TIDE-based initiatives dedicated to engage the City of Richmond and the metropolitan region as well as state, national, and international communities. Not included in the list are many office-level and individual faculty-led initiatives; nor do we list specific academic programs or courses, even when their content centers on TIDE.

Nonetheless, the inventory demonstrates that UR has a wide range of TIDE activities and these activities represent an even wider range of interests. On the one hand, the number of TIDE-based activities/programs on UR's campus is significant compared to many other institutions of higher education. On the other hand, the breadth and atomization of these initiatives often inhibits alignment of communication (particularly in times of crisis). This inventory points to the need for better coordination of campus efforts, including normed standards for evaluating the effectiveness of TIDE initiatives and monitoring the university's overall progress toward thriving, inclusion, diversity, and equity.

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[1] In the late 1960s, the picture of UR as exclusively white began to change with the enrollment of the school's first full-time African-American residential students. From the 1970s through the 2000s, the diversity of the school's student population steadily grew, with the support of crucial administrative initiatives such as the Office of Multicultural Affairs. UR is among the 1% of colleges and universities that are need-blind, and over the past ten years, the university has deliberately and successfully accelerated the diversification of its student body. In the class of 2022 (current first-year students), 28% of students are U.S. students of color (African-American, Asian-American, Hispanic, or two more races), and 35% of students overall (including international students) are students of color. This level of diversity more closely tracks national demographics than at any time in the institution's history, although it is important to understand that UR's diversity level still trails national statistics: for instance, 68% of U.S.-based Richmond students are non-Hispanic whites, compared to just 62% of U.S. residents, and just 8% of U.S. based Richmond students are African-American, compared to 12% of U.S. residents.

APPENDIX

Institutional Policies & Plans	
Richmond Promise to Virginia	Socioeconomic
Richmond Guarantee	Socioeconomic
Title IX	Sex/gender

Richmond's Promise to Virginia

Richmond's Promise to Virginia provides a financial aid package equal to full-time tuition, room, and the Spider Unlimited meal plan (without loans) for Virginia residents who meet certain socio-economic and admissions-based criteria.
Strategic Plan: Thriving and Inclusive University Community:
The University of Richmond will serve as a model institution in which all members challenge themselves and one another to engage fully in the life of the University, reach their full potential, and contribute to a robust intellectual community. As we prepare the next generation of global leaders, we will center well-being, foster dynamic engagement across a wide range of perspectives and experiences, and create a learning community where all individuals are valued and respected.

Richmond Guarantee

Every continuing, full-time, degree-seeking University of Richmond undergraduate student in good standing in the School of Arts & Sciences, Robins School of Business, or Jepson School of Leadership is eligible for funding of up to $4,000 for one approved summer research or internship experience before they graduate.

Title IX

The University prohibits discrimination and harassment against applicants, students, faculty or staff on the basis of race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran or any classification protected by local, state or federal law. The University is committed to ensuring compliance with Title IX of the Education Amendments of 1972 (hereinafter "Title IX"), which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. The purpose of this policy is to identify the individuals responsible for overseeing and coordinating the University's compliance with Title IX (the "Title IX Coordinators") and to set forth the roles and responsibilities of the Title IX Coordinators.

Offices	Organizational Location	Institutional Scope	Constituency & Focus	
			Position/Role	Identity/Issue
Admissions	Academic Affairs			
Bonner Center for Civic Engagement	Acad Aff	All	All	
Center for Student Involvement	Student Devp	Student Devp	Students	
Common Ground	Student Devp	All	All	Race/Ethnicity, Gender, Socioeconomic, LGBTQ, 1st Gen, TIDE
Counseling & Psychological Services, CAPS	Student Devp	All	All	
Disability Services	Student Devp	All	All	
Human Resources: Various Programs	Bus Aff	All Employees	Staff, Faculty	DEI
Office of Chaplaincy	Student Devp	All	All	Religion
Office of International Education				
Office of Multicultural Affairs	Student Devp	Student Devp	Students	
UR Downtown	Acad Aff			

Admissions

The University of Richmond practices a holistic, selective admissions process in which there is no typical applicant and no simple formula that will guarantee acceptance. Alongside traditional measures of academic success –like grades, rigor of curriculum, test scores, and recommendations—admissions officers evaluate each applicant in a holistic manner, assessing essays, involvement, special talents, creativity, independence, and life experience. Our goal is to enroll a well-rounded and dynamic first-year class, academically accomplished and diverse in every dimension.

Bonner Center for Civic Engagement:

The Bonner Center for Civic Engagement prepares students for lives of purpose and connects student, faculty, staff, and community stakeholders in social change efforts that value the knowledge and potential in our communities. Quality civic engagement has been shown to support access, retention, and success for underrepresented students in higher education and CCE data demonstrates that first-generation and non-white undergraduates participate in civic engagement programs and events at rates higher than in the overall student population. The CCE's robust support for community-based learning (CBL)—a pedagogy nationally practiced more by women and faculty of color—

contributes to faculty development and recruitment while providing a vehicle for students to intentionally engage communities and a wide-range of differences to deepen learning and build the capacity of the region.

Center for Student Involvement

Responsible for development, support, and oversight of 183 student organizations, inclusive of 16 culturally-based organizations.

Common Ground:

Common Ground works in a variety of modes and programs to promote a thriving, equitable, and fully-participatory University community deeply engaged with the broader social world. The office provides support services and institutional advocacy to under-represented groups, especially to first-generation students and the campus LGBTQ community; develops and leads workshops and retreats to foster full-participation practices; provides consulting to a wide range of campus units and constituencies; develops and advises on equity-minded campus policies; collaborates with other offices on ongoing initiatives; and utilizes organizing principles to foster and mobilize institutional change networks.

Counseling & Psychological Services (CAPS)

CAPS offers a wide range of free, short-term mental health-related services to full-time, degree-seeking students at the University of Richmond. About one third of UR students use CAPS services at least once before they graduate. CAPS is fully accredited by the International Association of Counseling Services, Inc.

Disability Services

The University of Richmond is committed to equal opportunity in education and employment for persons with disabilities and complies with the ADA Amendments Act of 2008, the American with Disabilities Act of 1990, and the Rehabilitation Act of 1973, which includes Section 304. Individuals with disabilities are protected from discrimination and may be entitled to accommodations that will assist in their pursuits at the University.

Human Resources:

UR is an Equal Opportunity Employer: The University has a policy of non-discrimination with regard to race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran, or any classification protected by local, state or federal law. It is the intent of the University's employment and personnel practices to conform with all applicable federal, state, and local laws and regulations regarding non-discrimination. It is the obligation of each employee of the University in his or her area of responsibility to adhere to this policy.

Office of the Chaplaincy

The Office of the Chaplaincy seeks to establish and support religious communities so students with religious and spiritual commitments have a place to express and explore their own beliefs and those of others.

Office of International Education

The world is already at Richmond. The choice is only how each member of our community will choose to engage when they arrive. Our office is the happy partner and enthusiast to these eye-opening experiences. We're excited to help all Spiders become global citizens at a time when cross-cultural understanding is essential. We advance learning by collaborating with students, faculty, staff, and global partners to integrate international experiences and views into campus life and the curriculum. With lived experience abroad and more than a century of combined experience in the field of international education, our staff members are catalysts for international awareness and cross-cultural understanding, resourceful advisors, and informed partners in connecting our campus with the world.

Office of Multicultural Student Affairs

Provides student support across the wide range of diversity at UR—the Office of Multicultural Affairs provides support and assistance to the *growing number* of diverse students at UR. OMA seeks to develop a sense of community among multicultural students and to celebrate the various heritages that make up the fabric of our unique community.

University of Richmond Downtown

UR Downtown shares the mission of the University, amplifies its values of ethical engagement, diversity and inclusion, student growth, and pursuit of knowledge, and now has a clear purpose statement: UR Downtown provides students, faculty, staff, alumni, and community members a shared learning environment and platform for engaging together in the heart of a diverse metropolitan area. The long-term vision calls for three goals tied to the themes of *learn, create, and connect with the city*. Centrally located on the bus line, UR Downtown offers a range of programs from the Voluntary Income Tax Assistance Program to community-based exhibitions, to free space for non-profits and government organizations. UR Downtown—located in the heart of the city on the bus line—demonstrates the University's commitment to community engagement and the city whose name we share.

APPENDIX

Initiatives & Programs	Organizational Location	Institutional Scope	Constituency & Focus	
			Position/Role	Identity/Issue
A&S Chair and Program Coordinator training	Acad Aff – A&S	A&S	Faculty	
A&S Tenure and Promotion training	Acad Aff – A&S	A&S	Faculty	
A&S Assistant Dean for Inclusivity and Thriving	Acad Aff – A&S	A&S	Faculty	
Arc of Racial Justice	A&S	Acad Aff	Faculty	Race/Ethnicity
Café con Leche	Multicultural Affairs	Student Devp	Students	Race/Ethnicity
Endeavor	Acad. Affairs	Internationoal Ed.	Students	
First Generation Student Support	Common Ground	Student Devp	Students	1st-gen, Socioeconomic
First-Year Student Pre-Orientation Program	Multicultural Affairs	Student Devp	Students	Race/Ethnicity
Girl Talk	Multicultural Affairs	Student Devp	Student	Gender
Inclusive Pedagogy Cohort	Provost	Acad Aff	Faculty, Teaching Staff	DEI
Intersections Discussion Group	Information Services	Business Affairs	Staff, Faculty	DEI
Jepson: Curriculum and Pedagogy	Acad Aff – JSLS	JSLS	Faculty	DEI, Race/Ethnicity, Socioeconomic
Jepson Faculty Mentoring and Hiring	Acad Aff – JSLS	JSLS	Faculty	
Jepson: Recruiting Underrepresented Students	Acad Aff – JSLS	JSLS	Faculty	DEI, Race/Ethnicity
LGBTQ Campus Life	Common Ground, Student Devp	All	Staff, Faculty, Students	LGBTQ
LGBTQ Spiders	Alumni Affairs	Alumni		LGBTQ
Race & Racism at UR	Acad Aff – A&S	Acad Aff	Students, Faculty	Race/Ethnicity
Robins School Strategic Plan for Diversity and Inclusivity	Acad Aff – RSB	RSB		DEI
Terms of Racial Justice	Com Grnd, CCE, Provost	Acad Aff	Faculty	Race/Ethnicity

University of Richmond Black Alumni Network—URBAN	Alumni Affairs			Race/Ethnicity
UR Integrated Science Experience (URISE)	Acad Aff – A&S	A&S – STEM	Students	Race/Ethnicity, Socioeconomic, 1st Gen

APPENDIX

A&S Chairs and Program Coordinators Training

A&S Chairs and Program Coordinators have a breakfast/lunch session that meets twice a semester, aimed at building capacity in areas across their purview. As it pertains to TIDE, there will be an annual session. This past November 2018, for example, the Chairs and Program Coordinators had breakfast with Brandyn Woodard, Director of Intercultural and International Student Services at the College of Saint Benedict/Saint John's University. His work and presentation drew attention to how diversity and inclusion efforts might address student thriving in A&S. Mr. Woodard's session identified some of the issues institutions need to address to provide the greatest chance for student success inside and outside the classroom

A&S Tenure & Promotion Training

Over the past few years, A&S has redoubled efforts to address issues of diversity, inclusion, and equity. For almost 5 years now, the T&P Committee has heard from experts on women and underrepresented faculty and the challenges they face, even before hearing specific cases. This past September, A&S invited Dr. Anita A. Davis, Trinity College's Vice President for Diversity, Equity, and Inclusion, for a workshop with the T&P Committee on bias in hiring and evaluation processes. Raising awareness of these implicit behaviors helps the T&P Committee in its work toward equity and inclusion.

A&S Assistant Dean for Diversity, Inclusivity, and Thriving

As part of its strategic plan, A&S launched a pilot position aimed at support within A&S for TIDE efforts, across the A&S community, meant to complement the work of others across campus (e.g., Office of Multicultural Affairs, Office of Common Ground) Chair and Program Coordinator Training (A&S).

Arc of Racial Justice:

The Arc of Racial Justice (ARJ) initiative was aimed at curricular and scholarly production but, in its support of course innovation and artistic and scholarly work, also connected many existing efforts, with the goal of bridging the historical realities of the people we attract to this university, to the city, and to our aspirations. ARJ focused intentionally on sharing the teaching and research supports of the Terms of Racial Justice, the Bonner Center for Civic Engagement, Office of International Education, Common Ground, and the Race and Racism Project as well as opportunities for future collaboration.

Café con Leche

Café con Leche is a social opportunity for self-identified Latin@/x students to connect with one another and meet Latin@/x faculty and staff (including non-Latin@/x allies) and engage in discussions regarding varying issues of interests in Latin@/x people. Community building and educational activities such as panel discussions, alumni visits, community building exercises, informal mentoring opportunities, and campus resource announcements will take place at select Café con Leche gatherings.

First Generation Student Support

All first-generation students at Richmond are called Spider F1rsts, and are supported by robust programming out of the Office of Common Ground. From communication the summer before you arrive, to a welcome panel on move-in day, all the way to a senior celebration right before you graduate, we offer multiple times to gather with your first-gen peers for advice and support and fun. We also make sure to introduce you to key campus faculty and staff, many of whom were also first-generation students when they were in college, and who can help you navigate the college process and the choices you will make at Richmond.

First-Year Student Pre-Orientation Program

Each year the Office of Multicultural Affairs hosts the pre-orientation (Pre-O) program for incoming American Multi-Racial, Latino-Hispanic, Asian, African, and Native American students. Pre-O is designed to assist new multicultural students in their transition to the University of Richmond. This program complements the University's new student orientation program by presenting students with a preview of campus life.

Girl Talk:

Girl Talk is another discussion-based group that meets monthly and is open to all women students. Girl Talk is larger than the individual Women's Groups and provides a forum for students to talk about issues of the day and other topics of interest. Girl Talk is student led and the executive board welcomes topic suggestions from participants.

Inclusive Pedagogy Cohort

The IP Cohort initiative was created in 2018 and aims to enhance the use of pedagogies at the University of Richmond that advance an educationally inclusive community for learners of all backgrounds. This initiative will offer a program of development in advanced pedagogy to a select cohort of faculty, who will be led by an experienced facilitator. The cohort will take part in an inclusive pedagogy institute offered by the Associated Colleges of the South (ACS), at the University of Richmond. It is expected that each faculty member will apply inclusive pedagogies in teaching fall and spring courses and take part in 3-4 cohort meetings each semester that involve sharing experiences and/or seminars with experts.

Intersections Discussion Group

The weekly discussion group, Intersections, was created in Fall 2017 following the Unite the Right Rally in Charlottesville in the division of Information Services. The goals of the group are to introduce topics of common interest, build awareness about differences, understanding individual biases, and build confidence and capability for effective engagement with others in an inclusive and respectful way. In fall 2018, the group widened its audience to faculty, staff, and students outside of IS.

Jepson Curricular and Pedagogical Inclusivity

Many of the courses offered in Jepson incorporate diversity-related material and include a variety of perspectives in the course content. For example, in core curriculum Jepson has a course focused on questions of equity and inclusion (Justice and Civil Society), most of

LDST 102 courses address issues of equity and inclusion in leadership, and many electives (such as Leadership in a Diverse Society) do as well. Jepson faculty engage in inclusive teaching strategies such as creating respectful learning environments where all students are treated equitably and are supported in their learning. Also, the cohort nature of the Jepson curriculum aims in part to create a sense of belonging among all students; this sense of belonging is a critical component of creating an inclusive learning environment.

Jepson Faculty Mentoring and Hiring:

Jepson engages in inclusive practices throughout the hiring process. They consider issues of diversity and inclusion as they discuss the job description and our recruitment and hiring strategies. They actively assess the diversity of our pool of candidates during the process. The School has structured campus visits that include meetings with a broad array of individuals across campus. This year, the School invited a speaker to present a workshop to the faculty and staff on implicit bias. Among faculty, there is also expertise in Jepson on implicit bias and stereotyping. They also discuss faculty involvement with other initiatives such as MOVE.

Jepson Recruiting Underrepresented Students

Jepson actively monitors the representation of first generation and students of color in the school. A couple of years ago the School took a deep dive into trying to understand why students of color and first-generation students are underrepresented in Jepson. A closer examination of the data (a year and a half ago) revealed that low numbers were due in large part to low enrollments by minority and first gen students in first year classes. Jepson undertook a significant initiative in the summer of 2017 aimed at increasing the number of students of color and first-generation students who take our introductory courses. The Jepson Diversity Initiative paid off with a significantly more diverse than usual applicant pool and, ultimately, incoming class in 2018.

LGBTQ Campus Life

Common Ground connects the many individuals, organizations, and resources in the University of Richmond community working to create a safe and comfortable environment for lesbian, gay, bisexual, trans, and/or queer (LGBTQ) people and their allies at the University. Through advocacy, consultation, and an array of vibrant LGBTQ programs, Common Ground works to ensure that the entire University community benefits from the experiences and perspectives of our LGBTQ members.

LGBTQ Spiders

The purpose of the LGBTQ Spiders group is to link LGBTQ alumni in a supportive community that provides opportunities to network professionally and socially. The group also seeks to support students (current and prospective) and LGBTQ programs both on and off campus.

Race & Racism at UR

The Race & Racism at the University of the Richmond Project is an interdisciplinary, community-based project is an interdisciplinary initiative that documents, interrogates,

and catalyzes community discussions on the history of race and racism at the university. Focused around closely mentored student-centered research and community-based learning, this project contributes to broader conversations surrounding the role of the university in the local, regional, and national community.

Robins School Strategic Plan for Diversity and Inclusion

Diversity and Inclusion are part of the Robins School 2018-23 strategic plan. As a result, the School has several activities focused in this area, including: Building more partnerships with the PhD Project, which is a program that supports PhD students in underrepresented populations (African American, Native American, and Hispanic American). The School is organizing student focus groups to understand why some students from underrepresented populations decide not to study business and also to understand the climate in the Robins School for underrepresented student populations.

Terms of Racial Justice

Terms of Racial Justice (ToRJ) advances public understanding of racial justice by bringing critical academic understandings of race into public forums at the University of Richmond and beyond. ToRJ seeks to develop, present, and catalogue crucial concepts related to contemporary race and racism. ToRJ is a collaboration among scholars of race at the University of Richmond, the office of Common Ground, the Bonner Center for Civic Engagement, and the office of the Provost.

University of Richmond Black Alumni Network—URBAN

Facilitated by the Office of Multicultural Affairs, URBAN elevates the goodwill and intentions of the Alumni Association, the Office of Multicultural Affairs, and the University of Richmond through service, educational programs, and social activities to maintain and ensure the historic legacy of African-American, African and Caribbean students.

University of Richmond Integrated Science Experience (URISE)

URISE is a pre-first year program which aims to increase the number of students from groups traditionally underrepresented in science and math disciplines. It achieves this objective by focusing on skill development, providing authentic research experiences, and building a community of support for the 24 students who currently participate in the program each summer.

Student Organizations	
Arab Club	Student Development
Black Student Alliance	Student Development
Bollywood Jhatkas	Student Development
Café con Leche	Student Development
Cercle Francias	Student Development
Chinese Student and Scholar Association	Student Development
International Club	Student Development
Korean Student Association	Student Development
Multicultural Student Solidarity Network	Student Development
Ritmo Latino	Student Development
Russian and Slavic Culture Club	Student Development
Sankofa, African Student Alliance	Student Development
South Asian Student Alliance	Student Development
Solidarity Organization for Latinx Students	Student Development
Student Creating Opportunities for Pride and Equality	Student Development
UR Hellenic Society	Student Development
West Indian Lynk	Student Development

II. CDO Reporting Lines at Top Twenty-Five Liberal Arts Colleges[1]

Institutions	Positions	Reporting Line	President's Cabinet	Faculty Status	Terminal Degree	Background
Williams College	VP For Institutional Diversity and Equity Office	Reports to the President	Yes	No	Yes	Collaborates with stakeholders on and off campus to develop and implement best practices for building and sustaining diverse, inclusive and equitable communities. Leads the Office of Institutional Diversity and Equity and oversees the Davis Center (advances broad campus engagement with complex issues of identity, history, and cultures as they affect intellectual, creative, and social life), the Office of Special Academic Programs (aims to ensure all students thrive academically at Williams and beyond through opportunities and programs that work to eradicate racial and socio-economic disparities in higher education), and non-discrimination efforts and guides the work of the Committee on Diversity and Community, the Diversity Action Research Team, and the Affirmative Action Advisory Committee. Develops and implements campus policies; facilitates critical discussions on equity and inclusion; and resolves conflicts. As a member of the President's senior staff, she works closely with all members of the senior staff to support the campus community. Williams offers TIDE grants: https://diversity.williams.edu/announcing-tide-grant-awards/. The Office of Institutional Diversity and Equity continues its new funding initiative for members of the college community: the Towards Inclusion, Diversity, & Equity (TIDE) grant program. This program is designed to infuse inclusion, diversity, and equity into all aspects of our campus community.
Amherst College	Chief Diversity & Inclusion Officer	Reports to the President	Yes	No	Yes	CDIO works with campus partners to advance practices and programs that foster diversity, inclusivity, and accessibility; oversees the Office of Diversity and Inclusion, which includes: Faculty Diversity and Inclusion Officers, Office of Inclusive Leadership, Queer Resource Center, Women's and Gender Center, Multicultural Resource Center, Center for International Student Engagement, and Office of Campus Diversity & Student Leadership. Working with the dean of the faculty and the chief human resources officer, he plays a key role in recruiting and retaining diverse faculty and staff. Collaborates with students, human resources, the advancement staff, the Office of Student Affairs and other critical campus partners to strengthen opportunities for dialogue and create a more vibrant, inclusive and cohesive campus climate.

[1] The table shows the "top twenty-five" liberal arts colleges according to *U.S News & World Report* (2019).

Swarthmore College	Associate Dean of Diversity, Inclusion & Community Development	Reports to Dean of Students	No	No	No	The Office of Diversity, Inclusion, and Community Development (ODICD), engages the entire community to cultivate a diverse and inclusive environment. The ODICD collaborates with colleagues in the Provost's Office, Human Resources, and the Dean's Office, including the Black Cultural Center, Intercultural Center, Interfaith Center, and Women's Resource Center to help foster dialogue, collaboration, and education among students, faculty, and staff. For the second consecutive year, Swarthmore College has been honored with *INSIGHT Into Diversity* magazine's Higher Education Excellence in Diversity (HEED) Award, the only national recognition for colleges and universities demonstrating a strong commitment to diversity and inclusion. Swarthmore is one of 96 schools to receive the honor this year. Examples cited in the College's nomination are efforts to recruit historically underrepresented and first-generation students, such as Discover Swarthmore and our undocumented student policy; the Summer Scholars Program and the Richard Rubin Scholar Mentoring Program; and new initiatives such as the College Access Summit and Inclusive Leadership Conference. Also cited in the nominations are the Diversity Peer Advisor Program, First-in-Family Programming, the Sager Series, the Community Development Fund, and numerous programs through the Black Cultural Center, Interfaith Center, Intercultural Center (which includes LGBTQ+ programming), and International Student Services, among others.
Wellesley College	Associate Provost and Academic Director of Diversity & Inclusion and Lecturer of Education	Reports to Provost	No	Possible (Current Assoc. Provost is a Lecturer in Education)	Yes	Provides strategic leadership and vision for the College's diversity and inclusion, and academic and faculty excellence initiatives. Works to advance faculty development and student achievement, collaborates with departments on faculty searches, and handles special projects on behalf of the provost's office. Partnerships for D&I: Counseling services, Dean of the office of intercultural education, and assistant vice president for human resources
Bowdoin College	Senior Vice President for Inclusion and Diversity	Reports to the President	Yes	No	No	Works closely with President to build on efforts already underway at the College to produce an even more inclusive campus community while promoting greater diversity among students, faculty, and staff. He is responsible for coordinating existing and creating new initiatives that will build a more inclusive and diverse campus community. Attention to race, ethnicity, religion, economic background, first-generation college student status, gender, sexuality, disability, and differing political perspectives, among other measures, will be a focus.

Carleton College	Director of Department of Equity Services and University Advisor on Equity (as of March 2019)	President and Vice Chancellor	Yes	No	Yes	Department of Equity Services: Supports Carleton University's commitment to diversity as a source of human excellence, cultural enrichment and social strength. Our vision is the creation of a safe work and academic environment conducive to the pursuit of knowledge and personal and intellectual growth, one that is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, trust, openness and fairness. The work of Equity Services is anchored in the Carleton University Human Rights Policies and Procedures. In 2001 Carleton University put in place a comprehensive set of human rights policies and procedures, including educational and employment equity policies, six accommodation polices covering academic and employment opportunity, four policies to prevent discrimination and harassment and a policy on systemic human rights issues.
Middlebury College	Chief Diversity Officer	President	Yes	Yes	Yes	Serves as an advisor, advocate, and institutional resource to promote equity and inclusion in every aspect of educational, residential, and professional life at Middlebury College. Works with others on campus to lead, coordinate, facilitate, and sometimes supervise formal college activities in an effort to create an inclusive and academically rewarding environment for all. The CDO performs several essential functions: • Serves on the president's senior leadership team and contributes to strategic institutional discussions and planning. • Collaborates with campus colleagues to identify policies and practices supporting the recruitment and retention of faculty, staff, and students from historically underrepresented groups. • Builds and supports initiatives, policies, and practices that promote a culture of inclusion, support full participation, and foster conversations that promote open dialogue and raise sensitive, and, at times, uncomfortable topics. • Defines and creates new structures to ensure effective collaboration of students, faculty, and staff working on diversity and equity issues across campus. • Expands and deepens discussions about the value of diversity, equity, inclusion, and related issues in our curriculum, mentoring and advising programs, pedagogical approaches, research, and service. • Consults on matters of diversity, equity, and inclusion with directors, faculty, and staff.

Pomona College	n/a	n/a	n/a	n/a	n/a	Established in 2005, The President's Advisory Committee on Diversity (PACD) serves as a leadership body for diversity at Pomona College. With a membership that includes representatives from a wide range of campus constituents, its charge is to monitor campus diversity, advising the President about issues that need attention and assessing Pomona's progress on key priorities. PACD is composed of three faculty members, at least two of whom are associate or full professors, appointed by the Executive Committee for two-year terms; the Associate Dean of the College who serves as a Diversity Officer; two staff members, appointed by the Staff Council; three students, appointed by the ASPC; an Associate Dean from Student Affairs; an Associate Dean or Director from Admissions; the Director of the Draper Center; the Director of Institutional Research; a Director or Associate Director of Alumni and Parent Engagement; and the Assistant Vice President, Human Resources.
Claremont McKenna College	Assistant Vice President for Diversity and Inclusion	Dean of the Faculty	Yes	No	Yes	Status as the College's Chief Civil Rights Officer. Works to strengthen the College's strategies to recruit, retain, and develop an excellent and diverse faculty. Assists with efforts across all offices at the College to support a diverse and inclusive student body, faculty, and staff.

Davidson College	Assistant Dean of Students for Diversity and Inclusion	Dean of Students	No	No	Yes	The Center for Diversity and Inclusion (CDI) fosters an inclusive and welcoming environment on campus for systemically underrepresented student populations at Davidson College. CDI pursues this goal by providing direct support services, educational programming and community building opportunities within and across social groups. While CDI engages all students, faculty and staff in diversity, inclusion and equity efforts on campus, specific support is offered to the following student populations:
						   Students of color: students from underrepresented and systemically marginalized based on racial and ethnic identities.
						   Students of diverse genders and sexualities (LGBTQIA+):students who may identify as lesbian, gay, bisexual, transgender, gender non-conforming, queer, asexual, intersex, etc.).
						   First-generation students: students who are the first to attend a higher education institution in their family.
						CDI acknowledges the challenges of language when categorizing the social identity. The Center is committed to continually reviewing the terminology to best represent the above groups in the language that best reflects and affirms their individual and collective identities. Support Services: Retention Initiatives; Community Spaces; LGBTQIA+ Resources; Undocumented & DACA Resources; Student Organizations; Bias or Hate Incident Response

Grinell College	Chief Diversity Officer, Associate Dean	VP for Academic Affairs/Dean of College	No	Yes	Yes	CDO runs the Office of Diversity & Inclusion and co-convenes the CDI (responsibilities are not clearly stated in their website). Grinell has a Council on Diversity & Inclusion:nThe mission of the Council on Diversity & Inclusion (CDI) is to provide strategic recommendations to the President on how to develop and sustain an inclusive and diverse campus community and to evaluate the effectiveness of the College's practices. It is also charged with: ● Consulting and serving as a resource for campus in developing, implementing, and assessing their diversity initiatives. ● Assessing campus climate every 3–4 years in consultation with Institutional Research. ● Recommending policies, practices, and programs designed to improve campus climate for all faculty, staff, students, alumni and guests. ● Annually reviewing, revising, and facilitating the implementation of the Grinnell College Diversity Plan.
Haverford College	Assoc. Dean of the College; Dean for Diversity, Access and Community Engagement; Director of the Office of Multicultural Affairs	Dean of the College	No	No	Yes	Works in collaboration with members of the Haverford community to foster the interrelations between diversity, academic excellence, and community engagement. Supports the work of the Office of Access and Disability Services, Eighth Dimension(Haverford's Community Engagement Office), International Students Services, the Office of Multicultural Affairs, and the Women's Center. Contributes to the work of the Educational Policy Committee, the Community Engagement and Social Responsibility working group, and the Task Force on Diversity and Community>, co-direct the Mellon Mays Undergraduate Fellowship program, and help support the work of the Multicultural Scholars Project and the Rufus Jones Leadership Institute. Collaborates with other members of the Dean's Office in supporting Haverford students in their processes of discernment over the course of their intellectual development at the college, and in the context of our collective commitment to a community based on trust, concern, and respect. Haverford has a Council: The Council for Diversity and Inclusion is charged with revising, implementing, and evaluating the Strategic Plan for Diversity and Inclusion. Working with and reporting to the president, the Council will follow the Task Force on Diversity and Community's example in drawing continuously on the community's wisdom, in part through the participation of volunteers in an Advisory Group.

Smith College	Vice President for Inclusion, Diversity and Equity	President	Yes	Yes	Yes	From https://www.smith.edu/about-smith/news/david-t-carreon-bradley-smiths-new-vice-president : VP's role: guide the development and administration of all diversity- and equity-related initiatives and programs. Among their responsibilities are programming, curricular initiatives, compliance, complaint investigation, and recruitment and retention of faculty, students and staff.
						The Inclusion Council was established in 2009. The council works with the vice president for inclusion, diversity and equity to promote and achieve Smith's diversity and social justice goals. No info re: council chair.
						The mission of the Inclusion Council is to ensure that Smith College's values of inclusion, diversity and equity are inherent in the relationships, practices and activities of its students, staff and faculty. The members of the council will broadly consider how Smith can embed and elevate these values within our community culture. Specifically, we will:
						• Proactively identify areas of focus for expanding work on inclusion, diversity and equity • Provide strategic advice and recommendations to the president and the administration on systemic ways of responding to campus issues • Engage with the campus community to gather everyone's best thinking to make Smith the standard-bearer for work on inclusion • Review and evaluate the college's training and education efforts • Review and evaluate campus policies and practices with an eye to ensuring a campus climate built on inclusiveness, mutual respect, education, appreciation and understanding • Hold the community and ourselves accountable for upholding our commitments to inclusion, diversity and equity • Keep the Smith community informed of its progress
Vassar College	Committee on Inclusion + Equity (CIE); * President's Council on Diversity and Inclusion	President, Dean of the Faculty, and Dean of the College	N/A	N/A	N/A	From: https://www.vassar.edu/strengthening-vassar/docs/Vassar-CIE-2017.pdf : CIE Chaired by Associate Professor No info re: who chairs the President's Council on Diversity and Inclusion

| Washington & Lee University | Dean for Diversity, Inclusion and Student Engagement University Committee on Inclusiveness and Campus Clime [sic] | Dean reports to Vice President for Student Affairs and Dean of Students

Committee reports to President | Uncertain | Uncertain | No | From: https://www.wlu.edu/student-life/student-services-and-support/staff-directory/profile?ID=x1305 :
Dean is responsible for providing leadership and vision for student diversity and inclusion programming, services and initiatives within the division of Students Affairs. They collaborate with the Office of Inclusion and Engagement, The Office of Jewish Life, the LGBTQ Resource Center, religious and spiritual development, first generation programs and campus diversity trainings.

From https://www.wlu.edu/provosts-office/resources-for-faculty/committees/administrative-committees/university-committee-on-inclusiveness-and-campus-climate :
Committee's membership:
The committee is co-chaired by the Associate Provost and the Executive Director of Human Resources. |
| Colgate University | * Associate Provost for Equity and Diversity;
* Associate Provost for Equity and Diversity & Title IX Coordinator | Provost | No | Yes | Yes | From http://www.colgate.edu/offices-and-services/equity-and-diversity :
• Charged with fostering a climate of diversity, equity, and inclusion throughout the university's faculty, staff, administration, and student body.
• Charged with fostering a climate of diversity, equity, and inclusion throughout the university's faculty, staff, administration, and student body. Also serves as the University Title IX Officer.
 Understanding diversity and building a diverse campus community through respect and inclusion are fundamental to Colgate's mission. The university ensures compliance with policies relating to affirmative action, discrimination, and harassment. A variety of cultures and perspectives enriches the quality of campus life, and the opportunity to share different views and experiences is at the core of Colgate's educational enterprise.

Colgate is committed to attracting and retaining a diverse faculty, staff, and student population. We strive to be an inclusive community -- one that embraces and values diversity in an environment of mutual respect, communication and engagement. We acknowledge that in order to fulfill our aspirations, we must free ourselves from personal biases, ingrained social stereotypes, and institutionalized forms of discrimination. While we recognize that there are challenges in the experience of diversity, we seek to face them in a spirit of growth and learning. |

Hamilton College	Associate Dean of Diversity and Inclusion	Dean of Students	No	No	No	From: https://spec.hamilton.edu/profile-maria-genao-homs-associate-dean-of-students-for-diversity-and-inclusion-6dad17bb8a26 : This position is tasked with making sure that all students feel comfortable at Hamilton and are able to get the most out of their experience on the Hill. The role was specifically created to develop, enhance, and work with others on issues that are specifically student-created. They will be working with students, specific departments, and the institution at large to enhance the student experience as it relates to diversity and inclusion. They will also collaborate with the director of the Days-Massolo Center, the chaplaincy, and the Dean of Accessibility and International Students.
Colby College	Associate Dean of Diversity, Equity, and Inclusion	Dean of the College	No	Yes	Uncertain	From: https://www.colby.edu/diversity/about-the-office-of-diversity-equity-and-inclusion/ : Our office supports the values of diversity, equity, and inclusion as integral to all aspects of our community. We promote the transformative potential of these values to enhance intellectual discovery, deepen civic and global engagement, and advance a strong sense of shared responsibility for justice and equality.
Harvey Mudd College	Associate Dean of Institutional Diversity and Title IX Officer; Diversity Strategic Planning Committee	Vice President for Student Affairs and Dean of Students	No	No	Yes	From: https://www.hmc.edu/diversity/who-we-are/ . Associate Dean focuses on creating an inclusive campus through programming, trainings, creating strategic plans, and partnerships in the Claremont community. Diversity Strategic Planning Committee is led by the President of the University

United States Military Academy	Chief Diversity Officer	Unsure	Unsure	No	No	The Office of the Diversity, Inclusion and Equal Opportunity was established in May 2014 to be the focal point for West Point Diversity and Inclusion outreach initiatives, projects and plans. Collaborate with internal and external resources to develop and facilitate affinity groups as a forum for individuals to network, share knowledge, challenges and ideas. Identify and advocate diversity and inclusion training and awareness opportunities, as well as, organizational training needs in diversity management and inclusiveness. Lead and/or facilitate diversity management training and develop or assist in developing curriculum when needed. Additionally, provide institutional cultural direction/data on best practices to USMA directorates on programs and systems related to attracting, retaining and promoting a diverse workforce; and assists in the development of recruiting and marketing materials to promote employment opportunities and attract top talent.
Wesleyan University	Vice President for Equity and Inclusion/Title IX Officer	President	Yes	No	No	The overall goals of diversity and inclusion programming and initiatives at Wesleyan College are: increase self-awareness and self-knowledge, promote critical and reflective thinking stimulate productive and effective dialogue recognize, realize, and work together to overcome any obstacles that hinder us from advancing to appreciation and celebration of the individual differences in our campus community Equity Compliance Director and interim vice president for equity and inclusion/Title IX officer works closely with the offices of Academic Affairs, Admissions, Student Affairs, and University Relations on issues of inclusion and equity as they relate to race, ethnicity, sex, gender identity and expression, sexual orientation, disability, age, veteran status, and national origin in the areas of recruitment, admission, retention, hires, promotion, and fundraising – and is responsible for maintaining proper university reporting procedures and policies as they pertain to federal and state laws.

Bates College	Director of Title IX and Civil Rights Compliance	President	No	Yes	Uncertain	The Office of Equity and Diversity (OED) advances the college's commitment to equity and diversity by implementing and supporting campus-wide initiatives that strategically and proactively promote an institutional culture of inclusiveness. The OED develops innovative educational programs and training activities specific to equal opportunity, diversity and inclusion, and harassment prevention aimed at promoting an affirming environment in which students, staff, and faculty can flourish. The Director of Title IX and Civil Rights Compliance ensures compliance with all non-discrimination statutes, such as Titles VI and Title VII of the Civil Rights Act, Title IX, Americans with Disabilities Act, the State of Maine Human Rights Act, and college policies.
Soka University of America	Student Programs and Diversity Education Coordinator	President; Dir. of Student Activities & Res. Life	Uncertain; No	No; No	Yes; No	There is painfully little regarding diversity on this college's website. In fact, the only mention of diversity is in conjunction with the Student Programs and Diversity Education Coordinator position.
United States Naval Academy	Chief Diversity Officer	Unsure	Unsure	No	No	To support, foster, and leverage the unique and diverse talents of faculty, staff, and future Navy and Marine Corps officers through an inclusive Naval Academy campus and community environment free from discrimination or harassment of any kind. The USNA Office of Diversity, Inclusion, and Equal Opportunity (ODIEO) directly supports the Naval Academy's Strategic Imperative One: To recruit, admit, and graduate a diverse and talented Brigade of Midshipmen.

Barnard College	Vice President for Diversity, Equity, Inclusion and Community Engagement (new position); Council on Diversity, Equity, and Inclusion; Presidential Task Force on Diversity and Inclusion	President	Yes	No	It doesn't say, but I would guess so	The VP will create and lead the campus's office of diversity, equity, and inclusion; provide strategic and visionary leadership in promoting an institutional culture that values diversity and supports inclusive excellence; partner with campus leaders, students, faculty, staff, and external constituencies to create and facilitate cultural change and transformation; proactively develop and implement policy, plans, programs, and activities that both educate and promote diversity, equity, and inclusion as core values of the College; and lead Barnard's efforts in realizing its bold ambition to become a national model for inclusive excellence and community engagement. The VP will chair the College's Council on Diversity and Inclusion. Their stated goals are to expand the dialogue around diversity, equity, and inclusion to the entire Barnard community of students, faculty, staff, and alumnae; promote and coordinate a campus-wide diversity, equity, and inclusion agenda; manage and monitor the implementation of the March 2017 recommendations of the President's Task Force on Diversity and Inclusion; and advise Barnard's senior leadership and Board of Trustees on implementing best practices in the promotion of new initiatives that create a more diverse and inclusive campus community. The VP will convene a cabinet to identify policies, structures, and practices that support the recruitment, retention, and success of diverse faculty, administrators, staff, and students. The VP will work collaboratively with the cabinet to establish systems of accountability and evaluation, including the continuous monitoring and improvement of institutional diversity, equity, and inclusion goals, using data-driven metrics to measure success and disseminate information. This cabinet will consist of all diversity, equity, and inclusion coordinators across campus, including but not limited to the dean of faculty diversity and development, the associate dean of student life, the executive director for equity, the associate dean for Beyond Barnard, the associate dean for student success, the College ombuds office, and a representative from Human Resources. Council on Diversity, Equity, and Inclusion Charge • Expanding the dialogue about diversity, inclusion, and equity to include the entire Barnard community of students, faculty, staff, and alumnae. • Promoting and coordinating campus-wide participation in the College's diversity and inclusion efforts. • Managing and monitoring the implementation of the March 2017 recommendations of the President's Task Force on Diversity and Inclusion. • Advising Barnard's senior leadership and Board of Trustees on ongoing and new initiatives that create a more inclusive campus.

CDO Reporting Lines at Other Selected Institutions[2]

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[2] We include these three schools based on follow-up conversations with CDOs who participated on a February 13, 2019 videoconference panel organized by Keeling & Associates.

Institutions	Positions	Reporting Line	President's Cabinet	Faculty Status	Terminal Degree	Background
Boston University	Associate Provost for Diversity and Inclusion and Senior Advisor to the President	Provost	Yes	Yes	Yes	Provides leadership, vision, management, and strategic direction for initiatives that promote diversity, access, and inclusion across campuses. Works closely and collaboratively with academic and administrative leaders on efforts to build the inclusive excellence of BU faculty and academic appointees, to nurture a positive campus climate, and to enhance diversity within the pathways through higher education.
Fordham	Chief Diversity Officer, Special Assistant to the President for Diversity, and Associate Vice President for Academic Affairs	Provost and President	Yes	No	No	Works across the University and local communities to assess and enhance Fordham's institutional infrastructure to foster diversity, equity, inclusion, and academic excellence, and implement the diversity action plan outlined by President Fr. McShane's in November 2018. Early initiatives will focus on the support and strategic development of structures, policies and practices that promote racial justice, gender equity, disability access and full participation in the life of the university among all members the Fordham community. Rafael is not a member of the president's cabinet, but positioned to have a direct effect on faculty and administrator hiring, an institutional priority; he is also able to use his multipronged title and reporting line to avoid being siloed to the student or academic sides of the house. His position is designed to be of service to the "entire university's values," not just to students, which is critical to its success
Kenyon	Associate Provost for Diversity, Equity, and Inclusion	President and Provost	Yes	Yes	Yes	Created in response to request from incoming President. Provides cabinet-level leadership directing institutional diversity efforts and guiding senior staff in their infusion of DEI initiatives, priorities, and practices in all divisions of the institution. Provides support and advice to the President on DEI issues. **Has a direct line to both the president and the provost, neither is "dotted"**; it was communicated to the campus directly that his role is as CDO, and that he serves in a direct advisory capacity to both the president and the provost Oversees Office of Diversity, Equity, and Inclusion.